DOCUMENT RESUME

ED 281 609 PS 016 346

AUTHOR	Opravilova, Eva, Ed.
TITLE	Preschool Education: Selective Bibliography of 1983, Part I and Part II. Information Bulletin.
INSTITUTION	Charles Univ., Prague (Czechoslovakia). Pedagogical Faculty.
PUB DATE	84
NOTE	673p.; For earlier bibliographies, see ED 211 182, ED 250 056, ED 264 936, and ED 267 886.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF04/PC27 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Capitalism; *Child Development; Cognitive Development; *Educational Practices; *Educational Theories; Emotional Development; Ethical Instruction; *Foreign Countries; *Ideology; *Preschool Education; Preschool Teachers; School Organization; Social Development; Socialism; Special Education

ABSTRACT

This two-volume annotated bibliography cites 786 articles published in 1983 on a variety of issues related to preschool education in several Eastern and Western countries, including France, Great Britain, Czechoslovakia, the Union of Soviet Socialist Republics, Belgium, Canada, United States, Austria, Poland, Switzerland, Ireland, East Germany, West Germany, Rumania, and Italy. Entries are classified into 13 main categories: social and ideological basis of preschool education; theoretical basis of preschool education; organization of preschool education; educators of preschool children; play; preschool instruction; care of health and physical education; social and emotional development and moral education; speech and language education; intellectual development and education of the intellect; aesthetic education; education of children requiring special care; and the environment surrounding the child, including buildings, playgrounds, equipment, and facilities. (RH)

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PRESCHOOL EDUCATION

Selective bibliography of 1983

part I

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The British Journal of Educational Psychology, 53, 1983, Nos. 1 - 3
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Bulletin de psychologie, 36, 1982/1983, Nos. 358 - 361
France

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Czechoslovakia

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Czechoslovakia

Československý loutkář, 33, 1983, Nos. 1 - 12
Czechoslovakia

Childhood Education, 59, 1982/1983, Nos. 3 - 5;
60, 1983/1984, Nos. 1- 2
U.S.A.

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Poland

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Czechoslovakia

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No. 225; 57, 1983, Nos. 226 - [illegible]
France

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Great Britain

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24, 1983/1984, Nos. 1 - 4
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50, 1983/1984, Nos. 1 - 3
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U.S.A.

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34, 1983, Nos. 1 - 2
U.S.A.

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28, 1983, Nos. 1 - 4
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G.D.R.

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West Germany

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Czechoslovakia

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U.S.S.R

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G.D.R.

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Czechoslovakia

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Czechoslovakia

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U.S.S.R.

Wychowanie fizyczne i higiena szkolna, 31, 1983, Nos. 1 - 8
Poland

Wychowanie w przedszkolu, 36, 1983, Nos. 1 - 12
Poland

Young Children, 38, 1982, Nos. 3 - 6; 39, 1983, No. 1
U.S.A.

Základní a rekreační tělesná výchova, 28, 1983, Nos. 1 - 12
Czechoslovakia

Zlatý máj, 27, 1983, Nos. 1 - 10
Czechoslovakia

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1 SOCIAL AND IDEOLOGICAL BASIS OF PRESCHOOL EDUCATION

1.1 Czechoslovak Socialist Republic

1. BĚLINOVÁ, L.: Charakteristika socialistické předškolní výchovy. /Characterization of socialist preschool education./

Socialistická škola, 23, 1982/1983, No. 4, pp. 147-152.
2 refs.

Nowadays preschool education has become a natural part of systems of education. This paper on the further development of the Czechoslovak system of education stresses the educational function of institutional preschool education and systematic development of the network of preschool facilities. The basic principle of the system is shaping and influencing all spheres of the child's personality.

preschool education, system, Czechoslovakia; 140103

2. BĚLINOVÁ, L.: Únor 1948 a mateřská škola. /February 1948 events and the nursery school./

Predškolská výchova, 37, 1982/1983, No. 6, pp. 1 - 2.

The February 1948 events mark the beginning of the stage of building the socialist school. This new historical stage started with the Unified School Act of 1948. Preschool education was included in the school system as the first stage for the first time. Zdeněk Nejedlý, who was the main author of the School Act, recognized the importance of preschool education in the socialist society and enforced this policy consistently. The example and direct assistance of the Soviet Union can be used to develop socialist preschool education as the whole width of problems of preschool education cannot be comprised without a sufficiently wide theoretical basis. Experience in the sphere of organization is also valuable, such as the setting up of combined child care facilities /crèche-cum-nursery-school/ that provide a uniform system of preschool education.

preschool education, system, Czechoslovakia, 142900

3. MIŠURCOVÁ, V.: Nursery school in Czechoslovakia.
International Journal of Early Childhood, 15, 1983, No. 2, pp. 52-56.
5 photographs.

The article discusses the development and present-day state of preschool education in Czechoslovakia, basic tasks, the programme, teacher training and theoretical starting points for the conception of socialist preschool education.

preschool education, organization, Czechoslovakia, 142900

4. PEŘINA, A.: Poselství února dnešku. /The message of February 1948 events for today./

Děti a my, 13, 1983, No. 1, pp. 3-4.
1 photograph.

This is a historical survey of the development of child care since February 1948 when new acts adopted in the sphere of social welfare and health care extended substantially the rights of Czechoslovak citizens for social security and health care. In the course of these years, it has been possible to decrease the death rate of neonates and sucklings, success has been achieved in the struggle against insidious diseases thanks to compulsory vaccination and inoculation, the care for children from areas endangered with exhalations has changed /fresh-air schools/, the number of crèches, nursery schools and after-school facilities has increased, there has been a substantial rise in child benefits and the support of mothers who take care of their children alone has increased. A specific form of child care has developed, namely summer pioneer camps and plant-organized holiday making for families with children. In the course of the past 35 years, the best conditions have been created for the coming young generation. It will be necessary in the future to promote new forms of accomplishing highly demanding tasks in the care for the young generation, namely in cooperation with the parents, members of the youth organization and plant employees.

health care, social welfare, children, youth, Czechoslovakia; 141907

5. TRÁVNÍČEK, T.: Štěstí a radost dětí je naším programem. /The happiness and joy of children is our programme./

Děti a my, 13, 1983, No. 3, pp. 3-4.
1 photograph.

The world rally for peace and life against nuclear war that was held in Prague on June 21st - 26th, 1983 took place because hundreds of millions of people from all continents follow the development of international relations with deepest concern, because they do not want the world to fall into war and because they are resolved to do their utmost to preserve peace. In all, the world rally was attended by 3,625 delegates from 132 countries of all continents; 2,114 participants spoke in the discussions and in group meetings.
The aim of the world rally, expressed by the idea of struggle for peace and life against nuclear war, was achieved. The whole atmosphere of the rally was imbued with ideas connected with the future of mankind. A number of working groups discussed the problems of children in relation to peace and war. The responsibility of adults for preserving peaceful life for children was stressed also by the interior

decoration of the Palace of Culture, using widely children's drawings. Romesh Chandra, chairman of the World Peace Council, said: "We have heard the voice of children, which is the voice of children from all countries. They expect from us that we shall never let repeat what happened in Hiroshima 38 years ago. This is why this rally is opened with a wish: The world and our children can and must be saved."

science + gathering, peace, child, Prague, 1983;
140105

6. VONDRUŠKA, M.: Do nového školního roku. /In the new school year./

Predškolská výchova, 38, 1983/1984, No. 1, pp. 1- 2.

Compulsory ten-year school attendance will be introduced since September 1st, 1984. On this occasion, a nationwide teachers' conference will be held to evaluate the results the Czechoslovak school system has reached in implementing the resolution of the presidium of the Central Committee of the Communist Party of Czechoslovakia concerning further development of the Czechoslovak system of education. In the sphere of preschool education, the task laid down for the 6th five-year plan was fulfilled three years in advance. The programme of educational work for creches and nursery schools was introduced in the year 1978. A wide survey of its implementation has confirmed that unified contents and a methodological procedure based on the latest scientific knowledge are both contributive and progressive.

science + gathering, school system, Czechoslovakia, 1984; 140113

7. ZEMANOVÁ, I.: Před celostátní konferencí učitelů 1984. /Before the nationwide teachers' conference 1984./

Predškolská výchova, 38, 1983/1984, No. 2, pp. 1 - 3.

The nationwide teachers' conference that will be held in 1984 will evaluate the position of preschool education in the system of education in Czechoslovakia, results achieved in the work so far and the share of preschool education in the reorganization of contents and forms of the school system; the conference will also outline tasks of preschool child care facilities for the next period.

science + gathering, school system, Czechoslovakia, 1984; 140113

1.2 Socialist countries

8. HAŠKOVEC, J.: Příspěvek k dalšímu rozvoji systému informací v defektologii. /A contribution to the further development of the information system in special education./

Otázky defektologie, 26, 1983/1984, No. 1, pp. 3-7.

The paper contains information on the importance and function of a thesaurus of special education that is the first of its kind in Czechoslovakia and quite rare in socialist countries. The thesaurus has been prepared by dr. J. Kysučan from the department of special education, College of Education, Palacký University in Olomouc. The thesaurus is a dictionary of descriptors. A descriptor is a word or a phrase used for the description of filed documents, articles, books, scientific research studies, papers etc. A set of descriptors espresses the contents of documents in a concentrated form. The thesaurus of special education, together with a thesaurus of so called basic spheres and other thesauri, should cover the whole sphere of education and school system. This system of subject arrangement, based on a description of the primary document, seems to be more advantageous than ways of classification used hitherto and based on varied systems of symbols or a ramified sequence of numbers, such as the international decimal classification, as it does not classify documents from the point of view of their contents, it describes them.

special education, thesaurus, 144359

9. HOLICKÝ, V.: Jednání odborné komise FMTIR pro hračky. /Proceedings of the special commission on toys of the Federal Ministry of Technological Development and Investments./

Hračka, 18, 1983, No. 2, p. 15.

This is a detailed information on the proceedings of the special commission on toys of the Federal Ministry of Technological Development and Investments. It was stated in the discussion on problems of improving the present-day situation in toy production that toy production in Czechoslovakia did not receive consistent attention. Toys are not designed with respect to all educational, psychological, health, safety and other viewpoints. The commision pointed out a number of other problems: problems of material nature, vocational schools, problems of training young toy designers and, last but not least, problems of guaranteeing branch manufacturing discipline in respecting the unified conception of Czechoslovak toy making. It is stated in the final part of the article that the experience gained by the Institute of Industrial Design and the special commission on toys in their work will be passed to the respective ministries and superior authorities that are in a position to influence the present-day state in toy making.

toy, Czechoslovakia; 14/29-43/11

10. Leninskyaya zabota o detyakh. /Leninist care for children./

Doshkolnoye vospitaniye, 1984, No. 4, pp. 2-3.

The article reminds of the care the Soviet government has extended to children ever since the first years of its existence. In the period between 1917 and 1922, Lenin signed twenty various decrees concerning the position of children. These documents were concerned with the provision of nutrition and things of daily use for children, health care and educational facilities, measures for the protection of motherhood and children, schools and facilities for children. Since the year 1982, new measures have been in force to increase the help to families with children. The partially paid maternity leave of employed mothers is prolonged till the child's first birthday and unpaid leave can be taken till the child is one-and-a-half years old. In the U.S.S.R., permanent nursery schools are attended by over 16 million children at present, which will represent 47.2 p.c. of the respective population in the year 1983. Especially the number of preschool facilities in villages is expected to grow as this will contribute to the implementation of the food programme.

preschool education, social security, U.S.S.R.;
140103

11. Nový časopis pro děti. /A new magazine for children./
Rodina a škola, 30, 1983, No. 11, p. 4.

This is information about the new illustrated colour monthly for children called MISHA and published since June 1983 by the editorial staff of the Soviet magazine Sovetskiy soyuz. The magazine is designed for children of preschool and younger school age in various countries of the world as it is published not only in Russian, but also in English, Spanish, German and French. Every issue of this new children's magazine contains fairy tales, short stories, poems, songs with musical notations, cartoons, riddles, twisters, instructions for making various products, pieces of scientific knowledge of the surrounding world and games developing the children's abilities.

children's magazine, U.S.S.R.; 148163

12. POPOVA, G.: Vazhnaya sotsialnopedagogicheskaya zadacha. /An important social and educational task./

Narodnoye obrazovaniye, 1983, No. 3, pp. 22-24.

This article containing detailed information on the development of preschool facilities /crèches and nursery schools/ in the Soviet Union discusses the training of educational staff, the increase in the quality of work with children, the importance of contact between nursery schools and infant schools.

crèche, nursery school, organization, U.S.S.R.;
142907

13. RYZHOV, A.: Nerushimyi soyuz na veka ! /An indestructible bond for ever !/

Doshkolnoye vospitaniye, 1983, No. 1, pp. 5-6.

Sixty years have passed since the time when fifteen Soviet republics united and formed the Union of Soviet Socialist Republics; the system of preschool education that has developed in the Russian Soviet Federative Socialist Republic in the course of those years meets the needs of families and secures an all-round development of young children. Public preschool education combined with family education has become a part of the system of people's education. Preschool facilities are attended by 8.4 million children in the R.S.F.S.R., which represents 56 p.c. of the respective population. There are about a hundred nations and nationalities living on the territory of the R.S.F.S.R. An all-round development of children and youth is secured for all of them. One of the most important tasks for the nearest decade laid down by the 26th Communist Party Congress is the implementation of an effective demographic policy that would contribute to the strengthening of families and the creation of possibly best conditions for combining motherhood with an active participation in work and social activities. It is expected that the network of nursery schools will grow further in the course of the 11th five-year-plan,that their material and technical equipment will improve, the level of educational work will improve and the preparation of children for school will become better. The number of places in nursery schools is expected to increase by 675,000.

nursery school, U.S.S.R.; 142900

14. SHAIMERDENOV, T.: Doshkolnoye vospitaniye na novom podyeme. /Further rise of preschool education./ Narodnoye obrazovaniye, 1983, No. 2, pp. 12-15.

This is information about the development of crèches and nursery schools in the Kazakh Soviet Socialist Republic /Pavlodarskoye Priirtyshye/. The children start to learn Russian in the nursery school. When they come to school, they have the basic knowledge of their surroundings, skills and habits of learning, they can count and read. The success of education depends on the joint effort of the nursery school and the child's family. Some nursery schools begin to open schools for parents. Qualified educators lay considerable emphasis on the physical education of children.

preschool education, Kazakh S.S.R.; 142953

15. TRACEWSKI, B.: Najwazniejsze wystąpienia Towarzystwa do wladz i ich rezultaty./The most significant proposals presented by the Children's Friends Society to government authorities and their results./

Przyjaciel dziecka, 1983, No. 10, pp. 8-11.

Significant social initiative of the Children's Friends Society reviewed in the article before the coming congress of the Society is concerned with improvement of child care, children's homes, school meal programmes, help to families etc. The respective proposals were presented by the organs of the Society to the central authorities and the parliament in the period between 1979 and 1983. Stress is laid on the importance of mobilizing social initiative in solving intricate problems of child care and educational problems in the stormy period that Poland has gone through in recent years.

science + gathering, educational science, child, Poland;
140105

1.3 Capitalist countries

16. ALANNE, A. - SALOKOSKI, M.: Doshkolnoye vospitaniye v Finlyandii. /Preschool education in Finland./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 63-64.

Since 1973, all preschool facilities have been called day nursery schools. The children are divided into groups according to their age. Groups of children below the age of one comprise 6 children, those of children below two comprise 12 children and groups of children over the age of three comprise 20 children. The activities of six-year-old children contain elements of instruction. The plan for the period 1983 to 1987 expects that this preparation for school will be provided to all children. As schools are administered by the ministry of education and preschool facilities are administered by the ministry of social welfare and health, it will be necessary to decide which ministry will secure the preparation for school. The present-day network of preschool facilities is not sufficient, especially in big towns. Handicapped children are mainstreamed with normal children if this is possible with respect to their handicap.

Besides public child care facilities there is a form of day care for children in families. One mother takes care of four children, including her own. These child minders are employees of the town authorities, they get paid and are selected very carefully. They attend a 150-hour course that is planned to be extended to 300 hours. Research work in the field of preschool education is done by universities. At present, research is conducted in the sphere of moral, health and physical education. A plan of the development of day care for children was worked out in the year 1980. According to the plan, it is necessary to create conditions for a further extension of the network of preschool child care facilities. The decree on the development of preschool facilities states that children are to be raised in the spirit of peace and understanding among nations.

preschool education, Finland; 142900

17. CALDWELL, B.M.: How can we educate the American public about the child care profession ?

Young Children, 38, 1983, No. 3, pp. 11-17.
2 photographs, 7 refs.

The author of the article, who is at present the president of the National Association for the Education of Young Children, reports on a conference that was held in 1982 to deal with the topic. She enumerates studies concentrating on these problems and mentions partial results that have been achieved so far. She outlines ways and directions that the promotion and popularisation of problems of educating young children will take in the next period.

science + gathering, early childhood, education; 140113

18. COLLINS, R.C.: Child care and the States: The comparative licensing study.

Young Children, 38, 1983, No. 5, pp. 3-11.
1 photograph, 1 table, 11 refs.

The author describes a study that was conducted to find out the state of child care in the fifty U.S. states. Its aim was to ascertain the conditions in which the process of education takes place and to use the findings as the basis for determining optimum conditions. A summary of basic findings made in the study confirms clearly the importance of education in small groups. Children educated in groups where one child care worker comes to 12 children were better on average by 19 - 24 p.c. in all parameters than children educated in groups with 24 children per one child care worker. A smaller group with one child care worker turned out to be more advantegous than a larger group with two child care workers. The ratio is more favourable than 10:1 in only four states and one state has the ratio of 20:1. Data on the training and qualification of child care workers are interesting. Only three states require an academic degree in the respective branch for work in child care facilities, in others it is possible to work in this profession with a varying degree of professional training or even self-instruction. In comparison with studies conducted previously, the situation is improving gradually and recommendations brought by previous studies are mostly respected and introduced into practice. In the future, demands for the training of child care workers will increase after the passing of the respective acts /a bachelor's degree obtained at a university specializing in the education of young children will be expected/.

system of education, nursery school, world, research; 142900

19. GOUTARD, M.: *Israël: éducation préscolaire au foyer.*
/Israel: Preschool education at home./
L'éducation enfantine, 1983/1984, No. 1, pp. 22-23.

The author states in her informative article that the number of inhabitants has trebled in Israel since the 50s and that many immigrants from North Africa and the Middle East are illiterate. To prevent their children's bad achievement at school, the "Hippy" programme /Home instruction program for preschool youngsters/ that was developed through the initiative of the Research Institute for Education at the Jerusalem University in 1968 is used in these families. The programme is designed for children between four and six years of age and its aim is to stimulate the children's speech, the development of their senses and their ability to solve problems. The programme may be carried out by illiterate mothers on the basis of regular briefings given to them once in every two weeks by professional workers. The programme has been checked in practice for 15 years and found effective as children that participated in the programme achieved good results in reading and in mathematics at school. At present, 16,000 families and 800 instructors participate in the programme.

preschool education, Israel; 142953

20. GOUTARD, M.: *Une animation en milieu rural portugais.* /Creativity in Portuguese villages./

L'éducation enfantine, 1983/1984, No. 2, pp. 25-26.

Children's creativity centres /Centres d'Animation Infantile/ have begun to be set up in Portuguese villages in recent years. They are set up in villages with no nursery schools and run by girls that are willing to devote themselves to the children. The parents participate in setting up and running the centres both personally and financially. The children go to the centres for three hours in the afternoons. The aim of the centres is to stimulate overall development of the children with respect to concrete conditions of life in rural communities. Considerable attention is paid to the preparation of various celebrations and festivities that the children take part in and to the revival of folk traditions. The prospects of the development of these centres depend on coordination of private and public education in Portugal in the future.

preschool education, countryside, Portugal; 142900

21. GOUTARD, M.: *A Cologne un jardin d'enfants Waldorf.* /A Waldorf type nursery school in Cologne./

L'éducation enfantine, 1983/1984, No. 3, pp. 22-23.

The author describes her visit to a Waldorf type nursery school in Cologne that puts into practice R. Steiner's ideas in the present-day industrialized society. The children get to know forms of primitive life and participate in it in a tasteful building and an adjoining garden. For instance, they have no present-day toys and they must make everything that they use for their play from natural materials. In conclusion, the author asks about the social function and goals of this nursery school at the present time.

nursery school, West Germany; 142965

22. GOUTARD, M.: En Autriche une expérience de bilinguisme. /Experience with bilinguism in Austria./

L'éducation enfantine, 1982/1983, No. 4, pp. 27-28.

The paper describes the experiment made by two Austrian schools in Salzburg that included the teaching of a second language in their programmes. They made use of parental help to a considerable extent when implementing the programme. In conclusion, the author expresses the opinion that bilinguism means for the child the opening of a gate into a foreign culture. If the child lives in a multicultural environment, he learns to respect the other language and another culture with which he is connected; if he lives in a monocultural environment, he learns to receive stimuli from other cultures. This represents another necessary dimension of present-day education in the world.

language education, experiment, Austria; 145300

23. GOUTARD, M.: Au Chili: un programme pré-scolaire expérimental. /An experimental preschool programme in Chile./

L'éducation enfantine, 1982/1983, No. 8, pp. 27-28.

A programme called "Get to know your child" was tried experimentally in Chile in the year 1980. This programme is designed for the education of the youngest children in families. It is intended for poor town families, stimulating the mothers to devote more of their leisure to their children. The programme is aimed at developing interpersonal relations in the family, especially emotional and verbal contacts between adults and the youngest children and at improving family education. The testing of the programme was controlled by the Centre of Educational Research for Preschool Education. Its results showed that the application led to an improvement of the observed parameters. The results of the experimental testing were used as the basis for further perfection of the programme.

early childhood, family + education, Chile; 142701

24. GOUTARD, M.: *Au Nicaragua: des centres d'éducation pré-scolaire.* /In Nicaragua: Centres of preschool education./

L'éducation enfantine, 1982/1983, No. 9, pp. 27-28.

After the revolution of 1979, a department of preschool education was set up at the ministry of education with the aim of enabling as many children as possible the attendance of preschool facilities. Since then, centres of preschool education /C.E.P.N.E./ have been set up in towns as well as in villages. They are located in various buildings /schools, private houses, old churches/. Young girls who work there take care of at least 80 children divided into three groups. The educational programme aimed at educating a new man is introduced and tested in all centres. The most serious lasting problems of these facilities include considerable migration of the child care workers, insufficient health care and little help rendered by the parents. Although the centres are not school facilities, the teachers are overtaxed with paper work. It appears necessary to let the local authorities and volunteers participate in the care for the youngest children.

preschool education, Nicaragua; 142900

25. HÉLOU, S.: *Le Liban.* /Lebanon./

L'école maternelle française, 1982/1983, No. 7, pp. 1-4.

The article brings an interview with Mrs. Simone Hélou, the chairwoman of the Lebanese O.M.E.P. committee. The first part contains information about the present-day situation in Lebanon from the social and cultural viewpoint. The second part is devoted to preschool education; it informs about the activities of various organizations that are active in this sphere and outlines the prospects of their further development.

preschool education, Lebanon; 140113

26. *Hračky pro postižené děti ve Velké Británii.* /Toys for handicapped children in Great Britain./

Hračka, 18, 1983, No. 2, p. 17.

This is an excerpt from an article published in Das Spielzeug, 1983, No. 1, pp. 64-66. It is stated in the article that the interest in toys and games for physically and mentally handicapped population has grown rapidly in the recent years. British manufacturers include companies producing their own toys for handicapped children as well as those adjusting the usual assortment in the design to meet the demands made by parents, therapists and other persons taking care of handicapped persons. The reader may get acquainted with a description of various toys for handicapped children made by the companies Four to Eight, Abbatt and Huntercraft. It is stated in the final part of the article that not only commercial viewpoints are taken into account in the production of toys for handicapped children in Great Britain, there is also the effort to help.

defectiveness, child, toy; 144300

27. JENGER, Y.: Une maternelle en mutation. /Nursery school in change./

L'éducation infantine, 1982/1983, No. 5, pp. 8-10.

Nursery schools in France are denoted as the choice of the French school system. The question is whether they can still be considered as a model and an example worth following in other countries in 1983. The nursery school still maintains its high level thanks to the connection with the development of science /e.g. linguistics, psychology/ and thanks to the high level of the educational staff. At present, there is the problem of accepting two-year-olds to nursery schools as there are too many families that want to place their two-year-olds in nursery schools. Although the French nursery school has been intended for children over the age of two ever since its beginnings, present-day paediatrics does not recommend placing children with so big differences in age in a single school. The problem of where to place children between the ages of two and three, whether in the nursery school or in the crèche, is discussed also in the article by M. R. Redon /L'éducation enfantine, 1983, No. 5, pp. 27-28/.

nursery school, France; 142900

28. NAEYC's Center accreditation project: goals and philosophy.

Young Children, 38, 1983, No. 3, pp. 33-35.
1 photograph.

The standpoint of the National Association for Education of Young Children to day care centres is discussed. The main principles to be kept are adherence to the NAEYC programme, qualification and readiness of workers, cooperation of educational workers with parents and administrators that prepare the programme.

early childhood, education; 140113

29. SAINT-MARTIN, J.: *Les raisons du succès finlandais en matière de mortalité périnatale.* /Causes for Finland's success in decreasing perinatal mortality./

L'enfant, 1983, No. 2, pp. 36-44.
2 figs., 1 photograph, 1 chart, 7 tables.

The author describes in detail the organization of care for pregnant women and newborn children in Finland. Without calling for any special cost, this organization has made it possible to reach perinatal mortality that belongs to the lowest ones in the world. Causes for the positive results are decentralized care for the woman ever since the first months of pregnancy, increased number of visits of pregnant women and concentration of risk pregnancies in perfectly equipped centres. The effectivity of these measures is increased by the homogeneity of the Finnish population and its civic consciousness.

neonate, mortality, Finland; 142701

30. SHIGAKI, I.S.: *Child care practices in Japan and the United States: How do they reflect cultural values in young children ?*

Young Children, 38, 1983, No. 4, pp. 13-24.
1 table, 4 photographs, 20 refs.

The author asks to what extent public day care for young children in the U.S. implements the programme of their cultivation and familiarization with social values. She compares the results of a survey that she conducted for a period of one years at 14 child care facilities catering for children between the ages of four months and six years and 10 nursery schools for three- to six-year-olds in Japan. She supplemented her observations by visits to 6 rural nursery schools, attendance at lectures in educational research centres, visits to children's festivals and to children's families. She finds that, in Japan, the first place in education is taken generally by education of interpersonal relations /developing sympathy and empathy, politeness, kindness, social harmony and cooperation/, next comes patience and perseverance together with consideration, the development of creativity and intellectual learning are on the third and fourth place respectively. All life in child care facilities is subordinated to this, even in seeming trifles /as signs of belonging to a certain facility and group, the children wear uniforms or at least symbols of belonging, they lie down to sleep close to one another, they are encouraged in their activities by the whole group until they reach at least partial success/. The whole atmosphere is very sensitive and considerate. The author asks in conclusion whether and how all these educational goals are accomplished in the United States and doubts whether they are accomplished sufficiently and correctly both with respect to the contents and to the organization of child care facilities.

crèche, nursery school, cultural and educational activities, U.S.A.; 142900

31. TESSIER, Ch.: L'école rurale entre hier et demain. /Nursery school between today and tomorrow./

L'éducation enfantine, 1983/1984, No. 3, pp. 4-6, 8, 10-11.
6 photographs, 3 refs.

France has witnessed an urbanization of the country in the last decade. This is accompanied by problems in the sphere of education. It appears necessary to transform the old type of rural school, also with respect to preschool children. The paper describes specific forms of preschool education in French rural areas and outlines ways of its future development.

preschool education, countryside, France; 142900

2 THEORETICAL BASIS OF PRESCHOOL EDUCATION

2.1 General problems

32. CALDWELL, B.: Should four-year-olds go to school ?
Young Children, 38, 1983, No. 4, pp. 48-50.

The author, who is president of the N.A.E.Y.C., explains her personal standpoint. She is of the opinion that it is not correct to demand a definite answer to a question posed in this way as it is necessary, first of all, to assess very carefully the conditions of organized school education and to study their long-term effects. No specialist can take a definite standpoint to a question like this as the problem itself is very intricate. However, she is of the opinion that every child can be brought up institutionally ever since his birth if the respective educational facility adheres strictly to everything that is necessary for the child's healthy development.

early childhood, system of education; 142953

33. COKOVÁ, M.: *Treba robiť rozdiely vo výchove dievčat a chlapcov ?* /Is it necessary to differentiate between the education of girls and boys ?/

Predškolská výchova, *37*, 1982/1983, No. 9, pp. 14-15.

The basic preparation for life and work in the socialist society is uniform in its contents and organization. The man's and woman's work and public activities bring the tasks and duties of the two sexes significantly nearer. However, it is necessary to respect the differences between sexes that manifest themselves especially in the family, in fulfilling its biological function. Girls, as future mothers, should be raised with typical traits of motherhood - love for the child, self-sacrifice, patience, kindness and tenderness that are necessary for the child's correct physical and mental development. The man should remain as the stronger sex but in a historically new sense, oriented to higher humaneness and culture of emotions. Boys should be raised with traits that are the basis of mutual understanding in the family as well as outside it. The education of specifically masculine and feminine traits in young children is subordinated to an all-round development of the child's personality that is the same for both sexes.

education, upbringing, boy, girl; 142965

34. DAMBORSKÁ, M. - ŠTĚPÁNOVÁ, P.: Vývojové zvláštnosti kojenců v ústavní péči. /Special features of the development of institutionalized sucklings./

Predškolská výchova, 38,1983/1984, No. 1, pp. 8-10.
Cont.
9 refs.

The authors sum up theoretical knowledge from recent years. The child is an unrepeatable individuality since the moment of his birth. A newborn child is a perceiving, learning being able of organizing actively the received information. He is fitted with inborn signals that are linked to concrete situations. Under normal conditions, these are intercepted by the mother, who reacts to them. It is necessary to respect the possibilities of neonates' active learning and to make use of their ability to learn spontaneously. Two phases of behaviour may be discerned in two- or three-week-old neonates: attentive, active attitude and the following phase of the child's diversion. Manifestations of the child's behaviour are of acoustic, miming and gesticulatory nature. They have been proved objectively by means of a slowed-down film.

The time till the end of the third month of life is a decisive period for man's development. The number of ganglion cells and nerve fibres gets stabilized by then. The nervous structure of this period remains as the basis for further development of the nervous activity. Lack of sensory percepts results in insufficient structuralization of nervous links.

suckling, children's home; 142753

35. DAMBORSKÁ, M. - ŠTĚPÁNOVÁ, P.: *Vývojové zvláštnosti kojenců v ústavní péči.* /Special features of the development of institutionalized sucklings. /Cont. 1. Předškolská výchova, 38, 1983/1984, No. 2, pp. 11-14.

The results of a long-term observation and evaluation of the level of institutionalized children are presented in comparison with the level of children raised in families. The differences were observed in child-adult interaction and in periods when the child was left on his own. The main differences observed in institutionalized children are unwillingness to interact, bad orientation in the faces and facial expressions of adults. An institutionalized child falls into inactivity easily, he does not take up social contact spontaneously. The differences diminish seemingly by the end of the first year of life due to the motor development of the institutionalized child and his certain ability to react to appeals. However, institutionalized children show significant shortcomings in play, speech and social behaviour.

suckling, education, children's home; 142753

36. DAMBORSKÁ, M. - ŠTĚPÁNOVÁ, P.: Vývojové zvláštnosti kojenců v ústavní péči. /Special features of the development of institutionalized sucklings./ Final part.

Predškolská výchova, 38, 1983/1984, No.3, pp. 8-11. 14 refs.

The authors explain the causes of observed differences. In the family, the mother perceives the child's signals due to their life close together and integrates the child into sensible circumstances by reacting to these signals. Brest-feeding creates a specific and insufficiently appreciated situation. The rich, emotionally coloured mother-child contacts wake the child literally up. An institutionalized child is entirely dependent on the nurse's time limits. He can experience only the minimum of pleasant physical feelings in the short moments of routine care given by the nurse. In the family, the depening emotional relation to the mother and continued contact with several other persons are the basis of the feeling of security and safety, they keep the child in cognitive activity. This is the source of the child's eagerness to express himself vocally. An institutionalized child, due to an insufficient development of his feeling of security and safety, shows indiference to stimuli from his surroundings, he lacks the zest for vocal expression.

By the end of the first year, an institutionalized child usually reaches the motor level of a child living in a family and his shortcomings in play, speech and social behaviour are mostly not obvious at first glance. These differences are customarily assessed as retardation in relation to development standards. However, the application of development tests does not reveal the qualitative deviations in the children's behaviour, nor does it reveal the causes and circumstances of this phenomenon. A new method of care for sucklings has been developed in Budapest with the aim of alleviating this tardiness of institutionalized children. The principle of this new method lies in combining the nursing component of child care with the educational component in acts of basic care. If performed correctly, regular situations of feeding, bathing and the like may afford the child sufficient opportunities for satisfying his biological and psychological needs to such an extent that he can be left on his own without any harm in the remaining time, under indirect supervision of the nurse. A slow pace, lasting visual contact, tender touches and the accompanying emotional colouring are characteristic features of this new method of child care that may be called "a ritual". The results of using this method for several years shows that the system of rituals is the most effective form of psychological approach to children that are institutionalized. Its application in the practice means, however, a principal change in the present-day conception. It also presumes a different professional background of the nurse and her training.

suckling, family, children's home; 142753

37. DITCHBURN, S.: Day care and early childhood services: Bridging the gap.

Early Childhood Education, 16, 1983, No. 1, pp. 31-36.
14 refs.

The paper explains the difference between day care and the system of early childhood services. Whereas day care has the nature of a social measure made for the children of employed mothers, the early childhood services are on a qualitatively higher level, they are of an educational nature. This is caused by the aim and the programme as well as by the training of the workers, who are specialists in the methodology of early childhood education. It will be necessary in the future to assess objectively the contribution of this system of early childhood education and to introduce it as a general system of education.

preschool education, Great Britain; 142900

38. DOLTO, F.: Die ersten fünf Jahre. /The first five years./

Weinheim, Beltz Verlag 1982.
Reviewed in: Der Schweizerische Kindergarten, 73, 1983, No, 9, pp. 25-26.

The author, a French psychologist, is well known by her scientifically based, readable publications. Fifty brief chapters of the book discuss important problems that emerge in education, such as the birth of the child, the newborn child's impact on his parents and siblings, the forming of habits of hygiene, sleep, nutrition of children, separation and fear, nursery school, rivality among siblings, obedience, fantasy, lefthandedness and others.

education, early childhood; 141123

39. ELKIND, D.: Montessori education: Abiding contributions and contemporary challenges.

Young Children, 38, 1983, No. 2, pp. 3-10.
2 photographs, 5 refs.

The author evaluates Montessori's work from the viewpoint of modern knowledge of child raising. He points out some principle that have remained valid until nowadays, such as her respect for the child, the emphasis on independence in learning, stress on play activity and spontaneity. He also shows that these principles were sometimes misunderstoo.. by her followers and that was why Montessori's whole work was subjected to criticism. Much of her work has not lost its validity till today and can enrich the contemporary educational practice, especially in the sphere of utilization of didactic materials and methods of initial reading.

education, early childhood, M. Montessori; 142900

40. Four components of high quality early childhood programs: Staff-child interaction, child-child interaction, curriculum, and evaluation.

Young Children, 38, 1983, No. 6, pp. 46-52.
2 photographs, 1 ref.

This is a characterization of four basic components that guarantee high-quality early childhood programmes in preschool facilities. These are primarily the staff-child interaction based on professional knowledge of the needs and interests of each individual child, child-child interaction, a well-rounded curriculum and a regular evaluation of the results, as objective and standardized as possible.

early childhood, process of education; 142900

41. GILABERT, H.: Comment éduquer à la paix. /Education for peace./

L'école maternelle française, 1982/1983, No. 6, pp. 1-2.

In the beginning of her article, the author asks questions connected with the meaning of the expression "peace" and education for peace in early childhood. She concentrates on a philosophical explanation of the concepts of freedom and equality in their relation to early childhood education and to school achievement.

peace, preschool education; 142957

42. GOUTARD, M.: Au Sri Lanka une éducation préscolaire fondée sur le volontariat. /Sri Lanka's preschool education is based on voluntarism./

L'éducation enfantine, 1982/1983, No. 7, pp. 27-28.

The Sarvodays Shramadana movement that has spread in Sri Lanka aims at reviving the Buddhist traditions corresponding to the inhabitants' material and spiritual needs. The expression Shramadana means "giving time, ideas and energy voluntarily". By now, as many as 8,000 volunteers work in more than 4,000 villages; 27 institutes prepare specialists for organizing Shramadana camps. These camps, in which all inhabitants of a village or a town district live together for some time, offer opportunities for joint actions, discussions and projects for the future. Groups formed here are made up according to age, which means that there is a group of children between two and five and another one for children between six and fourteen years of age. A special group is made of mothers. Mothers' groups were the source of initiative for setting up early childhood facilities. At present, there are about 3,000 of them in villages as well as in towns. They are centres of education for the youngest ones, developing the cultural traditions of the respective tribe and providing meals for children so as to prevent their malnutrition.

preschool education, Sri Lanka; 140105

43. GUZ, S.: *O zadaniach wychowania przedszkolnego i glównych formach działalnosci dziecka.* /Tasks of preschool education and the main forms of children's activities./

Wychowanie w przedszkolu, 36, 1983, No. 11, pp. 640-648.
19 refs.

The author characterizes the goals of preschool education as the introductory and irreplaceable part of the whole system of education. Nursery schools must use a whole range of activities to prepare the children for school, to provide them with the necessary knowledge, skills and mental qualities. Individual forms of these activities are characterized in more detail: play, activities of artistic and constructive nature, activities of work nature, learning and intellectual activities. /In the case of the two activities mentioned in the last place, care should be taken not to overtax the children - it is necessary to adhere to the principle that these are initial, introductory activities in the nature of predominantly spontaneous learning connected with the acquisition of new knowledge and taking place on the periphery of other activities, play etc./

preschool education, Poland; 142953

44. HABIŇÁKOVÁ, E. - IVANOVOVÁ, L.: Výsledky komplexní analýzy nového pojeti výchovy dětí v jeslích.
/The results of a complex analysis of the new conception of education of crèche children./

Socialistická škola, 23, 1982/1983, No. 4, pp. 153-155.
2 refs.

The new conception of preschool education has been in use in all preschool facilities since September 1st, 1978. Its verification helped to gain knowledge of concrete donditions. A wide three-year survey showed especially the comprehensive educational approach by the crèche, nursery school and family.

preschool education, analysis, Czechoslovakia; 142900

45. IVANOVOVÁ, L. Péče o výchovu v raném dětství. /Care for education in early childhood./

Zdravotnická pracovnice, 33, 1983, No. 7, pp. 411-415.

4 photographs.

The first social unit in which the child lives is his family. It gives the child his genetic and biological basis and also the social prerequisites of his development. The shaping of the child's personality is influenced positively in a family in which the parents try to satisfy harmoniously their children's physiological, material, psychological and emotional needs. Then the child comes to the first collective child care facility where trained staff secures the transition from the family's spontaneous influence to systematic education. The facility influences also the parents by its educational work, coordinates family education. The process of education is also influenced by the material aspect of the environment, a functional harmony of all material needs of the child. All components of the child's personality may develop positively only in an emotionally rich environment; optimistic and emotional colouring makes the child susceptible to adults' educational effort.

early childhood, education, family, collective;
142751

46. **MACCHIETTI**, S. S.: *Quale scuola per il bambino degli anni ʼ80? Orientamenti e prospettive.* /What school for children of the 80s ? Orientations and prospects./

Scuola materna. 70, 1982 1983. No. 15, pp. 951-956.
19 refs.

The author represented Institute di Mompiano at the international exhibition "Premiere Exposition Pédagogique" that was held in Lebanon on February 8th - 18th, 1983. The article brings the full text of her paper delivered at a colloquium held on the occasion of the exhibition. She contemplates the developmental trends of the 80s from the viewpoint of changes in society and in the position of children in it /the institutionalization of pre-school education will grow and this will increase the teachersʼ responsibility/. Further, she deals with the childʼs right for education /she stresses the forming of a "continuity" of educational climate in the family and in the educational facility/ and, finally, she characterizes the "ideal" of a fully developed education of young children at school. The paper is based on a number of international, especially Italian surveys of early childhood education and programmes for the nearest future /see the attached bibliography/.

science + gathering, early childhood, education;
140113

47. MAKARENKO, Yu.: Rebenok prikhodit v kollektiv.
/The child joins a collective./

Doshkolnoye vospitaniye, 1983, No. 9, pp. 55-57.

The child's coming to a child care facility is a strong shock for his psychology and often also for his health. A new environment and the separation from mother can often evoke manifestations of biological defense. The child may show a regression, he abandons habits acquired earlier and the level of speech reached earlier, he returns to primitive play. Mental changes condition also the changes in the biological sphere: the emotional stress affects the respiratory system, blood circulation, metabolism, temperature control. The child may lose weight, he runs a temperature, develops easily diseases of the upper respiratory tract. The child cannot master a situation like this alone, he needs the help of adults. Primarily, it is necessary to prepare the child mentally for admission to the child care facility at home, in advance. It is recommended to leave the child in the child care facility for only two or three hours on the first few-days and to extend this period gradually. It is recommended in crèches to add new children to the groups gradually, ensuring thus that the new child comes to a group of children who all feel well in the facility. Adjustment to the child care facility is a strain for the child but it is one of many that both children and adults must get used to. Adjustment to new conditions is a phenomenon of everyday life and individuals must cope with difficulties, get used to them, adjust themselves.

collective education, early childhood; 142900

48. MISCHI, G.: *La creativita e l'educazione alla creativita.* /Creativity and education for creativity./ Scuola materna, *70*, 1982/1983. No. 2. pp. 107-108. 6 refs.

The author defines creativity as an educational problem, distinguishing between what is creative, original, naturally inventive /see romantic education tending towards "negative upbringing"/ and what is prepared and developed on the basis of special didactic methods. Other conceptions of the problem show that there is no difference between education for creativity and education as such /"tout court"/. Problems of creativity are seen in another light in the movement for descholarization. In the next part of the article, the author sums up generally recognized aims, means and techniques stimulating the child's creativity. This lucid, informative article is supplemented with a selective bibliography.

child, education, creativity; 142900

49. MOUDRÝ, M.: Výsledky komplexní analýzy v oblasti výchovně vzdělávací práce mateřské školy. /The results of a comprehensive analysis of nursery school education./

Socialistická škola, 23, 1982/1983, No. 4, pp. 156-161.

Nursery school teachers have been given an all-round training for the educational work. Study materials and other methodological instructions have been published for them, the State Publishing House of Instructional Literature has published "Methods of educational work in crèches and nursery schools". Knowledge gathered in the course of visits and inspections has been analyzed and comments to the prepared programme have been concentrated, making it possible to define strictly the contents of individual components of education.

preschool education, analysis,Czechoslovakia; 142900

50. PAVLOVA, L.: A yesli eto ne shalost ? /Is it naughtiness?/

Doshkolnoye vospitaniye, 1983, No. 11, pp. 45-50.

A young child below the age of three is characterized and the main educational principles are outlined. Early childhood is unrepeatable. It is characterized by a fast rate of physical development and big potentialities that are further developed under the influence of education and learning. No child is disobedient or unruly by nature. The child's behaviour is the result of how the adult treats him. Research studies show that the child perceives the adult, reacts to his voice and, at a very young age, shows the need to be in contact with the adult. The contact of a one- or two-year-old child with an adult is of a cognitive nature in its basic form: in contact with the adult, the child gets to know the properties of objects, ways of handling them, handles them by himself. The child's life should be organized in a way enabling him not only to satisfy his need for movement but also to get to know the surroundings. Lack of opportunities for these activities reflects itself in the child's behaviour, he is capricious, ill-humoured, he takes a negative attitude to the adult's suggestions and appeals. It has been found that if one third of what the adult tells the child in the course of the day are prohibitions, this reflects itself unfavourably in the child's nervous system and his emotional state. The adult cannot always allow the child all his search activities for safety reasons. In the first year of life, the most suitable method is distraction of attention; the child's attention is drawn to another attractive object, to play and the like. In the second year of life, the child may be influenced by words, by persuasion and explanation. This method should prevail in the third year of the child's life. Crises in the child's behaviour are not inevitable. They are the result of incorrect upbringing when the adults are not able to recognize the child's changing needs as he grows up /for instance, his desire to be independent/ and ways of satisfying them. The child's cognitive activity intensifies itself around the age of three: the child asks questions, he experiments. The art of concentrated observation is an important quality that should be developed in the child. Again, the viewpoint of safety is the only limitation for the child's observations and experimenting. The parents should support and even develop the child's desire to observe and experiment, they should create situations in which the child can experiment /with water, sand and the like/.

preschool education, educator, child; 141163

51. ROBERTS, M.: OMEP - What it is and how it works. International Journal of Early Childhood, 15, 1983. No. 1, pp. 4-8.

Basic information is given on this international organization for preschool education, its goals, tasks and present-day activities, as well as on its national committees, membership conditions and links to other agencies concerned with education /UNESCO/.

preschool education, organization; 140113

52. ŠTĚPÁNOVÁ, P.: Význam a úloha sestry ve vztahu k dětské hře, /The nurse´s importance and role in relation to children´s play./

Predškolská výchova, 38, 1983/1984, No. 4, pp. 2-6.
4 refs.

The decisive criterion for the application of new methods of work with the youngest children in preschool child care facilities is the finding to what extent they enlarge the space in which each individual child in the group can experience fully his own existence. The only things that the child experiences as functional are those connected with his own initiative /calling the mother by crying, prolonging the pleasant contact with her through live emotional response/. However, there are situations in which the child´s initiative does not lead to any goal and, instead of experiencing something sensible, the child feels confusion and helplessness. If such feelings are evoked steadily, the child´s mental life is endangered. Individual approach is not sufficient. Besides sensitive and tender care, it is necessary that the contact is made always at the right moment and that its duration makes it possible for the child to take his bearings and to gain life experience. The passivity often observed in young institutionalized sucklings is not caused by there not being anybody to hand them toys. The child develops his relations to objects on the basis of social experience. The child discovers the world through an intimate relation with an adult and, along with his gradual maturing, he exerts more and more energy for the cognition and mastering of the world. The fact that the child is not able to handle toys in a way adequate to his age is a signal suggesting that the child is in some unfavourable state of experiencing that does not make it possible for the child to take his bearings outwardly and to extend his relations with his surroundings. The development of play activities should make it possible for children in the group to develop behaviour and to perform activities leading to skills adequate to the age standards.

play, preschool education, teacher + function;
142951

53. Three components of high-quality early childhood programs: Physical environment, health and safety, and nutrition.

Young Children, 38, 1983, No. 4, pp. 51- 56.
2 photographs.

The N.A.E.Y.C.'s standpoint to child care facilities for young children is explained. These facilities catering for children below the age of five are very frequent nowadays and their undoubtedly positive contribution should be based on keeping some basic rules regarding the spatial arrangement and conditions for the children's life, thus enabling them to become models of correct education. Examples of correct layouts and methods are given in the article.

early childhood, education, organization; 140113

54. Three components of high-quality early childhood programs: Administration, staff qualifications and staff-parent interaction.

Young Children, 38, 1983, No. 5, pp. 53-58.
1 photograph, 1 ref.

The paper discusses N.A.E.Y.C.'s standpoint to centres catering for young children; it outlines the main principles for their administration and requirements regarding staff qualifications and their constant development, as well as requirements regarding the contents of early childhood teacher training and methods and contents of staff-parent interaction.

early childhood, system of education, world; 142900

55. VENGER, N.: Put´ k razvitiyu detskogo tvorchestva. /Ways of developing children´s creativity./ Doshkolnoye vospitaniye, 1983, No. 11, pp. 32-35.

Creativity is the creating of new objects with social , material or spiritual value. Children´s creativity can be considered as preparation for the creativity of adults. The child´s activity can contribute to the development of his creative ability if it contains elements that are characteristic for the shaping of creative activity of technical or artistic nature. A psychological analysis of developed forms of creative work shows several stages: the preparatory stage presuming creative readiness and the definition of the goal; the main one - seeking for a solution, making a model or a sketch; the final one - creating the object, its verification and finishing. Children´s creativity differs in that it need not contain all these stages in their developed forms. However, the result must be a finished object. This guarantees emotional satisfaction over the activity and forming of the habit of finishing one´s work. In order to develop in the child the ability to reach the goal, the adult should try to facilitate its execution /choice of material, way of execution etc./. The general, universal forms of fantasy and symbolical and imaginative thinking that develop in early childhood become later the basis for developing technical or artistic thinking. The task of developing the child´s creativity in early childhood necessitates the forming of complex artistic and technical activity, with the corresponding materials. These are building sets, structural elements, mosaics. Appliqué is a very useful technique enabling the child to solve many creative aims, which puts it nearer to drawing. The paper describes methods of work with suitable materials that are available in a steadily widening assortment.

creativity + child, development + ability; 142900

56. Vospitaniye i razvitiye detey rannego vozrasta..... et al. /Education of young children and their development./

Moscow, Prosveshcheniye 1981.
Reviewed by: Kamalina, L.: Kak pravilno vospityvat samykh malenkikh. /How to educate correctly the youngest children./

Doshkolnoye vospitaniye, 1983, No. 6, pp. 70-71.

The publication contains chapters entitled Education and development of the child in the first year of life, Education and development of the child in the third year of life. These chapters are further subdivided into sections dealing with the special features of education and development in the respective period, educational work in organized activities, walks and, in the last two chapters, music education of children.

early childhood, education, development; 142900

57. ZIGLER, E.F.- LANG, M.E.: Head Start: Looking toward the future.

Young Children, 38, 1983, No. 6, pp. 3-6.
6 refs.

The authors evaluate experience gained so far with the introduction of the Head Start programme that came into being in the year 1965. Its first results that were published in the year 1969 were less pronounced than expected and the period that followed was marked with some pessimism. However, an evaluation made over a longer period confirmed that its results were positive as it helped to increase the interest of specialists as well as parents in problems of education, large numbers of children were given systematic educational care and the valuable experience gained can be used in the future.

child, educational care, educator; 140100

58. ZLÁMALOVÁ, V.: Kritické obdobia vo vývine. /Critical periods in the development./

Zdravotnická pracovnice, 33, 1983, No. 10, pp. 601-604.

Critical periods are certain periods in the development that are sometimes limited to very short phases of development. External factors may influence the development of some functions, e.g. mental ones, for a long time or even permanently. The first three years of life are generally considered to be a critical period characterized by rapid somatic and mental development. The child gains the maximum both emotionally and intellectually in this period and every shortcoming in the development may mean a retardation or limitation of some function. The sixth year of life forms an ontogenetic boundary and it is characterized by increased emotionality and by changing moods. At this age the child starts to attend school, which is a step towards independence. This period means considerable intellectual strain for the child and requires physical fitness. The child's social environment widens, comparisons with other children are made. The child learns on the basis of this and sets himself personal goals, he develops his scale of values. His main activity used to be play but now it begins to be learning.

developmental psychology, early childhood; 141107

59. ZMANOVSKIY, Yu.: Psikhofiziologicheskiye i psikhologicheskiye osobennosti shestiletnikh detey. /Psychophysiological and psychological traits of six-year olds./

Doshkolnoye vospitaniye, 1983, No. 2, pp. 41-44.

Significant changes occur especially in the psychophysiological life of the child between his sixth and seventh year of age. The most significant growth dynamics can be observed in the nervous system, in the morphology and physiology of the brain. Its weight reaches more than 90 per cent of that of an adult and the surface of the cortex reaches more than 90 p.c. of that of an adult. The activity of the most complex associative structures of the brain increases around the age of six. The two brain halves have different functions. The right-hand half is related primarily to processes of perception, the left-hand one is related to speech and thinking. This asymetry in the activity of the brain develops clearly at about the age of six. These changes manifest themselves in all spheres of mental development, in the motivational sphere, in the emotionally volitive one and in the cognitive one. New motives of behaviour develop, the attitude to adults and peers changes. The interest in more serious activities and in work activities grows; the child tries to fulfil more important, more responsible tasks. He begins to grasp what the school will demand from him. The child's cognitive processes acquire a new nature, they are more permanent and deeper. The child's figurative thinking develops and his logical thinking begins to take shape. The acquiring of new knowledge and skills requires a lot of energy from the six-year-old. The child's physical and mental readiness to work has some developmental peculiarities and limits conditioned by the level of development of the child's organism and, primarily, of his regulatory mechanisms. This is why it is necessary in educational work with these children to create conditions corresponding to their somatic and psychophysiological peculiarities, not overtaxing the child but supplying him with sufficient stimuli for a normal all-round development.

developmental psychology, early childhood, younger school age; 143151

2.1.1 From the philosophical angle

60. BEŇOVÁ, T.: Príspevok k vývinu obsahovej koncepcie materskej školy v Československu od r. 1945.
/A contribution to the development of nursery school curricula in Czechoslovakia since 1945./
Jednotná škola, 35, 1983, No. 10, pp. 894-909.
26 refs.

The author describes stages in the development of nursery schools since 1945. The first attempts at unifying the work of preschool child care facilities can be tracked in the provisional programme and, later, in the early childhood education programme of 1948 that was valid till the year 1953 and contained a characterization of the curriculum in relation to social needs and to the overall development of the whole school system. Further prospects opened up after the 14th Communist Party Congress and enabled new normative changes and an innovation of the contents, thus creating conditions for a uniform system of early childhood education.

nursery school, history, Czechoslovakia; 142900

61. **MARCHAND, M.:** Un G.A.P.P. /groupe d'aide psychopédagogique/ à l'école maternelle. /A psychoeducational aid group in the nursery school./

L'éducation enfantine, 1982_1983, No. 4, pp. 8-11.
2 photographs.

The article discusses the work of psychoeducational counsellors in the nursery school. Their importance lies in early detection of defects, the introduction of suitable measures of rather preventive than curative nature and the facilitation of the child's adjustment to school and vice versa. The article brings an example of the activities of these counsellors in the nursery school.

educational counselling, nursery school; 142953

62. PLAISANCE, E.: Ce qu'est l'enfant aujourd'hui. /What the child is today./

L'éducation enfantine, 1982/1983, No. 7, pp. 10-13.
5 refs.

The author of the article bases his theoretical contemplation on the fact that the understanding of childhood and the attitude to the child are influenced by the development of science, especially psychology and philosophy. He points out the danger of vulgarization of scientific knowledge from the sphere of children's psychology, the inaccurate use of its concepts and incorrect generalization. The study of the child acquires more and more an interdisciplinary nature; history, sociology, demography and others participate in it beside psychology and educational theory. Psychology cannot be considered as the dominant science concerned with the child any more. This fact should be reflected in the training of early childhood teachers that should give a comprehensive picture of childhood from the viewpoints of all branches of science that study the child.

psychology + child, boundary science; 141101

63. THOMAS, J.P.: De l´enfant au consommateur. /From the child to the consumer./

L´éducation enfantine, 1983/1984, No. 1, pp. 5-6, 8-10.

3 photographs, 3 refs.

A characterization of the present-day consumerized way of life in France is given. The author describes a consumer as a person whose life is determined by the need to own and whose satisfaction of this need is connected with the enjoyment found in shopping, not as the one who spends a part of the day by the necessary shopping. Shopping is possible if you earn money. This affects the family life. The parents have no time to spend with their children, who need primarily their presence and their affection. Children are raised since early childhood in an environment where the first need is the need of money, where "having" means more than "creating", where more attention is concentrated on the purchasing of toys than on play. The consequence is that children play less and less. The educator can offset this trend in the development of the society by developing the child´s sound judgement. The article is supplemented by the school minister´s decree No. 82-525 on education for consumption that is recommended to be introduced since nursery school. Ideas expressed by J.P. Thomas are developed also by A. Glatz in an article entitled Le comportement du jeune consommateur that appears in the same issue on p.12.

society, consumption, education, France; 142705

2.1.2 From the psychological angle

64. BÜCHEL, P. - HÄFELI, K.: Isabelle will Coiffeuse werden - Daniel will Pilot werden. /Isabelle wants to be a hair-dresser, David wants to be a pilot./
Der Schweizerische Kindergarten, 73, 1983, No. 5, pp. 1-5.
4 refs.

The problem of sex-specific education is discussed from a psychologists' viewpoint. Every child's development should be all-round, irrespective of the child's sex. There is a wide range of ways of behaviour for both sexes. Research studies concentrating on sex differences in children from the psychological viewpoint did not find convincing differences. More aggressiveness was observed in boys whereas girls showed more a tendency to subordination. No differences were found in the intellectual sphere. There are big individual differences between children and it cannot be assumed that every boy is aggressive and that every girl is docile. Substantial differences develop between individual children due to the effect of environment and education. If the child is to grow into a harmonious personality, it is necessary to respect the child's specific, individual peculiaritites in his education and to gear the educational effort accordingly, to offset extremes.

The authors give instructions for observing children and for making consequent conclusions for their education. It is not correct to divide boys from girls for various activities or for roles in play.

developmental psychology, boy, girl, research; 141101

65. FOMICHEVA, A.:*Ispolsovaniye pedagogicheskogo naslediya N. K. Krupskoy v kurse psikhologii.* /Utilizing N. K. Krupskaya´s heritage in psychology lessons./
Doshkolnoye vospitaniye, 1983, No. 2, pp. 67-71.

The work of N. K. Krupskaya containsmany significant standpoints to topical problems of psychology. The author mentions some of the topics included in the syllabus for psychology. of early childhood and draws attention to parts of N. K. Krupskaya´s works that help to understand the subject mater. Problems of children´s play, sensory education, preparation of children for school and problems of educating children for collectivism remain topical in her works.

psychology, early childhood, N. K. Krupskaya;
140115

66. KLINDOVÁ, L.: Aktivitia detí a predškolská výchova.
/Children´s activity and early childhood education./
Predškolská výchova, 38, 1983/1984, No. 2, pp. 4-7.
11 refs.

The basis of human development is activity. Facilities and talents remain undeveloped without adequate activity, the prospects of development diminish. Nowadays, about 85 p.c. of all Czechoslovak children aged three to six attend nursery schools. This is why it is important to find out how the development of activity is influenced by nursery school education. A research survey that covered children between the ages of three and five was concerned with the development of three types of activity: intellectual, practical social and manual motor activity. Some of three-year-olds had previously gone to the crèche, some had been raised in their families. The indices of intellectual and manual motor activities grew significantly in children aged three to four. The rise is higher in children that have attended the preschool child care facility for a longer period. Thus the environment of the preschool child care facility seems to have a positive impact on these types of activity. However, a drop was observed in the practical social activity between the third and fourth year of age. The children were asked about pictures that showed life situations in which it was necessary to cope with minor practical problems /e.g. a broken toy/. Children shown in the pictures were more or less active in the respective situations. The survey children were asked to say which behaviour they liked and with which they identified themselves. Four-year-old children preferred less active heroes whereas three-year-olds sympathized predominantly with the most active ones. This reflected attitudes of adults, caused by fear for the children's safety. The most important thing is to secure a balance between those activities that are directed and controlled by the adult and those where the child can act freely, without the adult's interference. Medium extent of control is desirable for directing the children's activity. Two extremes should be avoided: autocratic dictatorship and liberal education with maximum application of spontaneity. Another requirement applying to early childhood is positive emotional atmosphere, i.e. positive emotional relationship between the teacher and the child, positive motivation, encouragement. The feeling of security, joy over joint activity develops effectively the child's activity, it strengthens the zest for further activity.

activity, child, early childhood, research; 142900

67. **MARHOUNOVÁ, J. - NOVOTNÁ, V.:** Děti s naplánovanou školní kariérou. /Children with planned school careers./
Děti a my, 13, 1983, No. 3, p. 15.
1 photograph.

This interview with MUDr. Vladimíra Novotná, who works as a psychiatrist at the policlinic for college students, is concerned with problems of students caused by unsuitable previous education in their families since early childhood. It is obvious from the discussion that a planned school career confines the child, restricts him and places him in the role of a failing student. Thus the parents should develop in their children responsibility for what good or bad they have done, starting with grade one of primary school; however, they should also leave their children enough space for the gradual implementation of their own ideas of their future position among people. Children with school careers planned in advance are actually to be pitied and, in most cases, they fail in their studies in the end.

family + education, child; 142709

68. NOSOV, N.: Moj priatel' Igor. /My friend Igor./
Bratislava, Mladé letá, 1982. 195 pp.
Reviewed by: Cíferská, E.
Predškolská výchova, 37, 1982/1983,
No. 6, p. 31.

The author describes the development of his grandson since his first year of life till the beginning of school attendance. He seems to be a receptive observer with a feeling for describing realistic situations and the subsequent reactions of the child. The child's mental development is described in this way. The book is designed for parents and teachers.

developmental psychology, early childhood; 141107

69. PAPARELLA, N.: Quale scuola per il bambino di cinque anni? /What school for a five-year-old ?/
Scuola materna, 70, 1982/1983, No. 3, pp. 165-68, 170.
2 refs.

The author proceeds from a reflection on characteristic features of five-year-old children, their needs and activities. Psychological studies show a diversity of transitions from one intellectual and mental level /structure/ to another at this age, which means a great potentiality of means of education at this stage. The only suitable school for a five-year-old child is the nursery school.

child, nursery school, education, 142900

70. PAVLOVA, L.: Samyie malenkiye v doshkolnom uchrezhdenii. /The youngest children in preschool facilities./ Doshkolnoye vospitaniye, 1983, No. 1, pp. 63-69.
1 photograph.

A scientific basis for the system of education of very young children has been formed by the study of higher nervous activity since the first days of life conducted by N. M. Shchelanov at the Institute of the Brain in the year 1921. The system of education of very young children was worked out gradually, in cooperation of N. M. Shchelanov and N. M. Askarina, utilizing the works of I. M. Sechenov, V. M. Bekhtereyev, I. P. Pavlov, L. S. Vygotski, A. N. Leontyev, A. V. Zaporozhets. The author describes in detail the equipment of a crèche where everything is subordinated to the requirement of educating very young children. She describes briefly the motor development of the child till the age of two, his speech development and sensory development. She describes how the child handles objects. So called "matter-of-fact" behaviour should appear in the adult-child interaction since the age of six months - the adult should organize the child's play with objects and toys, posing not as an organizer but as a partner, who realizes what the child should achieve and what he or she has to teach the child. The child masters all kinds of activities specific for man in the first years of life. He masters habits and skills at a speed incomparable with anything later in life. This fact must reflect itself in the educational work. The educator must know well the specific features of children and change the contents and methods of education in short intervals /2 or 3 months/, always taking into account the "nearest development zone". Emotional manifestations of the educator become accessible means of two-way interaction as the child is able to recognize the adult's emotional reactions by his facial expression and to imitate them. Successful education is conditioned by the educator's personality, his or her love for children and his or her educational knowledge.

education, child, creche; 142900

71. WHITE, S. H.: Is it really all going to go away ? Looking behind and beyond the 1960s.

Young Children, 38, 1983, No. 3, pp. 56-65.
3 refs.

The author reminds of the personality of Stanley Hall, who built developmental psychology with tremendous zest and stressed the necessity of child study and child care. In the 1960s, his extensive activities were followed by a well-conceived programme of care and research with good social backing. The present-day situation has changed in that the child's living conditions have actually deteriorated and that specialists have not reacted sufficiently to this fact. Therefore he calls for a recovery of the intensity of interest and concrete work that characterized the 60s.

child, social welfare, developmental psychology; 141107

2.1.3 From the sociological angle

72. DIEL, E.: *Geschlechtesspezifische Erziehung - ja oder nein ?* /Sex-spedific education - yes or no ?/
Der Schweizerische Kindergarten, 73, 1983, No. 5, pp. 15-16.

The author describes experience from a nursery school where the parents demanded sex-specific education of boys and girls and criticized that the boys played house. The teacher prepared topics for discussion at a meeting with the parents: the importance of early childhood for an all-round development of the personality, developing friendly relations among the children, the use of play as a means of education. The children painted jointly a poster. Children's works displayed on tables included drawings and things they made jointly of wood. The parents were shown a film from children's life in the nursery school where they saw how the children played together. This led to a lively discussion in which the teacher defended her educational methods. Most of the parents accepted her arguments.

education, boy, girl, nursery school; 142900

73. HÜSLER - VOGT, S.: Rollenerwartung und individuelles Verhalten. /Role expectations and individual behaviour./

Der Schweizerische Kindergarten, 73, 1983, No. 1, pp. 3-4.
2 figs.

The author discusses the problem whether all nursery school children should be educated equally, irrespective of their sex. The children identify themselves gradually in early childhood under the influence of their environment and education and develop into independent personalities. However, education is still influenced by standards and ways of thinking that have nothing in common with the present time such as the notion for instance, that the woman's place is in the household and that the man is the one to earn money /in Switzerland, women gained legally equality as late as 1981/. Headmasters of nursery school teacher training schools were asked whether all nursery school children should be educated equally, irrespective of their sex; out of 25 headmasters, 18 answered yes. Students of teacher training schools, two of whom were men, were asked to write a short story from the life of a child in the nursery school /they had ten minutes for the task but it was not necessary to finish the story/. Out of 133 students, 73 chose boys as the heroes of their stories, 38 chose girls /the sex was not clearly defined by the others/. Students of another class, who included ten men, all chose boys as heroes of their stories. The author sums up that, although most of those asked are inclined to believe that the skills, knowledge and emotions should be developed in all children in the nursery school equally, irrespective of their sex, the strength of tradition and the hitherto prevailing views of women keep influencing the education.

co-education, nursery school; 142900

74. UMANSKY, W.: On families and the re-valueing of childhood.

Childhood Education, 60, 1983, No. 4, pp. 260-266.
8 refs.

The author analyzes the position of family in the present-day society and characterizes the child's position in the present-day society and in the family. The dynamics of these changed relations increase the importance of professional educational care. This is why he appeals to all specialists to develop with responsibility the system of education with well-conceived programmes and methods.

child, education, family; 142703

2.1.4 From the biological angle

75. EISOVÁ, A.: Péče o děti s kombinovanými vadami./Care for children with combined defects./

Prague, SPN 1982. 52 pp.
Reviewed by: Moucha
Otázky defektologie, 25, 1982/1983, No. 10, p. 410.

The textbook presents a summary of both practical and theoretical problems of educating children with combined defects. It is a significant contribution to the study of problems of educating children with combined defects and the first complete bibliography of combined defects.

special education, child; 144300

76. POHL, J.: Dětem o přírodě. /For children about nature./ Zlatý máj, 27, 1983, No. 2, pp. 92-95.

The article can be divided into two parts. The first part contains a number of examples showing the present-day state of the steadily worsening environment. The author mentions not only objective causes that lead to disturbances in the biological balance in the nature but also subjective ones when individuals endanger the nature gravely and devastate it through their neglect and ignorance. As nature conservancy has become a society-wide cause and forms a component part of the state policy, there is an empty space in children's literature. In the second part of the article, the author evaluates in detail today's production of children's books about nature. He points out that it is very intricate to introduce the child to the world of nature and that one cannot make do with facts, with bare school explanation or a sentimentally childish world of animals. Older children should not be presented with a romantic, harmoniously perfect, excessively beautiful and excessively fragrant notion of nature. Children should be made acquainted with the nature, its laws and protection - truthfully and in an artistic form.

children's literature, nature + environment;
148163

77. SRB, V.: Střízlivější projekce obyvatelstva ČSSR do roku 2000. /More sober projections of the population of Czechoslovakia till the year 2000./

Československá pediatrie, 38, 1983, No. 10, pp. 618-621.
4 tables, 2 refs.

New projections of the population of Czechoslovakia till the year 2000 can be considered much more realistic in comparison with previous ones as they reflect developmental trends of the period round the year 1980, which has become a new milestone in the hitherto very progressive development of Czechoslovak population. A drop in natural reproduction will affect the population policy, too, gearing it from quantitative viewpoints to qualitative ones. Four tablesattached to the paper show: 1. Reproduction rates in the years 1978 - 2000. 2. Expected numbers of persons born alive and died and the natural population growth in the period 1981 - 2000. 3. Expected number of inhabitants till the year 2000.

4. Expected number of children below 15 years of age till the year 2000 /without migration/.

population, development, Czechoslovakia; 141302

78. SYROVÁTKA, A. - MACHKOVÁ, B.:Úmrtnost děti 1 - 14-letých v ČSSR v letech 1950 až 1980 na úrazy. /Casualty rates of children aged 1 - 14 in Czechoslovakia in the period between 1950 and 1980./

Československá pediatrie, 38, 1983, No. 4, pp. 232-235.
3 tables, 4 charts, 7 refs.

The overall casualty rates of children aged 1 - 14 dropped steadily in Czechoslovakia in the period between 1950 and 1980. The main causes of casualties participated in this to a varying degree. Casualties due to traffic accidents showed a rise at first in all age groups for both sexes in the whole Czechoslovakia but a drop can be observed in the last decade. Deaths by drowning decreased in number gradually, especially in the group of very young children. Further decrease in the casualty rate, which is undoubtedly possible, could be accelerated by better knowledge of new accident causes and by an epidemiological study that would express more precisely the danger of non-fatal accidents, study more deeply well-known accident causes and seek new accident risks endangering the children.

accident, child, Czechoslovakia, 1950 - 1980; 140900

79. VICHNAR, M.: *Vývoj lidského mozku, jeho diferenciace a lateralizace.* /The development of human brain, its differentiation and lateralization./
Predškolská výchova, 37, 1982/1983, No. 10, pp. 9-10.

The development of the central nervous system is described. There is a difference between sexes that can be observed in the child's overall development and also in the central nervous system since the beginning. Girls develop more rapidly, they start to speak earlier, they are more mature socially, they show less fluctuations and behaviour disorders than boys, who are more sensitive to unfavourable external influences. Boys show a wider dispersion in talent: the middle section is less pronounced but there are more of the extreme values. The correct development of the central nervous system should be taken care of ever since pregnancy. It is necessary to create correct conditions and a harmonious environment for the mother. Children from risk pregnancies or with complications at birth should be followed in child welfare centres for risk infants as this makes it possible to detect all deviations or any retardation in the development at an early stage. This may prevent further deviations in the child´s behaviour and secure an all-round development of his intellect and his personality.

development + brain, boy, girl; 142955

2.2 Methodology; research

80. BRÁZDILOVÁ, B.: Depistáž řeči a sluchu u dětí předškolního věku. /Preventive examinations of preschool children aimed at detecting speech and hearing defects./

Otázky defektologie, 26, 1983/1984, No. 2, pp. 69-73.
6 tables.

This is information about a study comparing the results of preventive examinations that took place in thirty nursery schools in the town Havířov in September 1977 and in the year 1981. The examinations covered all preschool children. Special attention was paid to pronunciation defects, speech neuroses, other defects of the process of communication and the state of hearing by means of an orientative check by speaking aloud and whispering. The aim of these preventive examinations was: a/ to exclude the moment of incidentalness in the start of the treatment, b/ to remedy or at least to begin to treat pathological dyslalia before the children go to school, c/ to improve the quality of cooperation between the speech therapist and the paediatrician.

preventive examination, speech, hearing, child, early childhood; 142959

81. ČERNOUŠEK, M.: Jaké jsou dětské sny? /What are children's dreams like ?/

Děti a my, 13, 1983, No. 3, pp. 12-15.

The importance of sleep and dreams in the child's life is discussed. Psychological studies conducted lately show that dreams accompany man ever since his birth. All intelligible and unintelligible processes and actions taking place in everyday life, fulfilled and unfulfilled desires - all these are reflected in the child's consciousness. Unfulfilled desires are suppressed into deeper strata, under the level of conscious experiencing; they form the substance of dreams and dreaming in the child. The physiological principle of dream and dreaming is explained. The activity of the brain is somewhat subdued in the course of sleep. If there are any stronger stimuli that appear in the course of sleep and could wake up the sleeping organism due to their great intensity, human mind starts to dream /the dream fulfills desires in a halucinatory way/. Thus dreams have a protective function;

the nervous activity changes four to six times in the course of the night to the rhythm, which is a characteristic curve for brain activity. Rapid eye movement can be observed in the course of this phase lasting ten to thirty minutes/. Children's dreams reflect the intellectual level of their developing minds. Worries and interests that children have in their everyday lives appear in their dreams. Dreams are very short at the age of three to four, their length doubles at the age between five and six. At the pre-adolescent stage children have a well-developed ability to symbolize and their dreams are remarkable phantasy formations. Thus dreaming is an activity that develops in the course of childhood and gains gradually in complexity. Children's dreams mirror the experienced dramas of growth and psychosexual development.

sleep, dream, child; 141159

82. Hračky a jejich postavení ve vztahu k vědě, výrobě a pedagogické praxi. /Toys and their position in relation to science, production and educational practice./ Hračka, 18, 1983, No.1, pp. 8-10.

This is a free abstract of a paper delivered by Dr. Wassilios E. Fthenakis, director of the State Institute for Early Childhood Education in West Germany /Das Spielzeug, 1982, No. 10, pp. 1240-1244/. The author

stresses the necessity of possibly close cooperation of children, parents, teachers, educationalists, producers and scientists in the sphere of toy design and production. He lays down seven basic points that must be respected in toy design and production:
1. Toys must be designed and studied in cooperation with children. 2. Toys should be tested in social interaction. 3. Toys must be tested in conditions corresponding to situations in which they are really used. 4. Toys must be judged multidimensionally. 5. Toys must be subjected to long-term tests. 6. Toys cannot be tested on a "standard child" only. 7. The evaluation of toys should include also their social application. The author goes on to explain how many generally accepted statements become untenable in the light of new scientific knowledge. Some of the most surprising findings concern the conclusions of research surveys that prove the short-lived effect of acceleration endeavours. Differences between children that went through experimental educational programmes and other children disappear at primary school in the course of a year or two. Another finding sheds new light on the child's individual play, hitherto considered as a lower development stage than group play. On the contrary, individual play bears witness to the child's independence and maturity, it is a manifestation of his purposefulness and constructiveness. The study of the relation between space for play and the quality of play activity is new and equally interesting. Last but not least, it is necessary to

mention studies concerned with the effect of the outfit of children´s playgrounds on relations among children.

play, toy, West Germany; 142951

83. JANOTOVÁ, N.: Byli jste v logopedické poradně ....
/You have been to the speech therapist..../
Rodina a škola, 30, 1983, No. 6, p. 5.

The article discusses the importance of mutual cooperation between the speech therapist and the parents of a preschool child that pronounces incorrectly. Dyslalia is explained as a physiological /natural/ phenomenon. Professional help of a speech therapist is necessary if the nature of dyslalia does not enable spontaneous remedy till the end of the preschool period. The author gives advice to parents on how to help their child pronounce correctly on the basis of the speech therapist´s instructions.

speech therapy,counselling; 142959

84. KÁBELE, J. - SMETÁČEK, V. - VOZNIČKA, V.: Morfologie dětské knihy. /The morphology of children's books./
Prague, Albatros 1981. 160 pp.
Reviewed by: Blahynka, M.
Zlatý máj, 27, 1983, No. 1, pp. 55-57.

The publication brings the results of the first stage of a study aimed at "a relatively general description of the book by means of discriminative features", at presenting a number of hypotheses about factors deciding the "success" or "suitability" of a book for a specific age group of juvenile readers. It is designed primarily for writers of books for children and young people, editors, librarians and booksellers.

children's book, morphology; 148163

85. KOPÁL, J.: Uplatňovanie detského aspektu v systéme literárnej tvorby pre deti. /Poznámky o poetike textov detskej literatúry./ /Application of the juvenile aspect in the system of literary production for children. Notes on the poetics of literary texts for children./
Zlatý máj, 27, 1983, No. 7, pp. 387-393.
14 refs.

This paper concerned with the theory of literature proceeds from the application of the juvenile aspect in literature for children. This evokes a number of questions concerning the content and form of literary work, its topic, ideas, composition and language. The author describes specific features of children's mental processes and qualities in keeping with the topics for literary production for children, with its content, ideas and composition. Last but not least, he pays attention to the problems of language and style and their characteristic traits in children's literature.

children's literature, poetics; 148163

86. KOPÁL, J.: Vekovosť v procese literárnej tvorby pre deti a mládež. /The age aspect in the process of literary creation for youth./

Zlatý máj, 27, 1983, No. 2, pp. 74-78, 98.
1 fig., 11 refs.

The study presents a new view of the typology of literary texts for young people. This typology proceeds from three basic model situations that are based on the measure of the presence of the juvenile component as opposed to the adult one in the juvenile aspect of literary production for children. The decisive feature of the juvenile aspect is age dichotomy of the world and the ensuing developmental convergence. This age dichotomy manifests itself in the juvenile aspect by a contamination of the juvenile component and the adult component. What is juvenile is seen in an adult's view, what is adult is seen in a child's view.

children's literature; 148163

87. LEBEDINSKAYA, K.S. - PEVZNEROVA, M.S.: Uchashchiesya vspomogatelnoy shkoly. Klinitsko-psikhologicheskoye izucheniye. /Pupils of a special school. A clinical and psychological study./

Moscow, Izdavatelstvo Pedagogika 1979.
Reviewed by: Kysučan
Otázky defektologie, 25, 1932/1983, No. 6, pp. 249-250.

The monograph consists of twelve chapters and it represents a summary of significant knowledge in the sphere of clinical, psychological and special educational study of mentally retarded children.

mental defects, children, research; 144361

88. LECHTA, V. - VAŇHARA, L.: K formám spolupráce logopédov s rodičmi. /Forms of cooperation between speech therapists and parents./

Otázky defektologie, 25, 1982/1983, No. 6, pp. 236-240.
3 tables, 4 refs.

The article brings an analysis of the results of a survey studying the views of parents of children with speech defects and speech therapists regarding possible and most effective forms of mutual cooperation. A questionnaire was administered to 94 speech therapists and to 70 parents. From the viewpoint of practical application, the results showed relatively congruent views of both groups on basic forms of cooperation /regular talks, individual briefings/. More conspicuous differences were observed in replies to questions concerning other forms of cooperation /e.g. in the evaluation of contact in writing, films about problems of speech therapy/. Few parents and speech therapists required follow-up checks when the speech therapy training was finished. The survey showed, among other things, the need to increase the quality and intensity of personal forms of public education in the sphere of speech therapy.

speech therapy, public education; 144371

89. MATĚJČEK, Z. - VOKOUNOVÁ, A.: Co podmiňuje záměny písmen u našich dyslektiků. /What causes the confusion of letters by our dyslectics./

Otázky defektologie, 25, 1982/1983, No. 7, pp. 256-266.

5 tables.

The article describes an experimental survey studying confusion of letters by dyslectics and comparison readers and its results. The findings show that dyslectics make more frequent mistakes in the tachistoscopic projection of letters, not by confusing letters in a strict sense. They make more often so called "other mistakes", these being especially omissions and confusion with letters outside representation. The confusion of so called mirror letters does not seem to be a specific feature of dyslexia. Normal readers confuse these letters with an approximately equal frequency. The m-n pair of letters is the one most frequently confused, followed by the pairs b-d and t-f. Besides, there is a remarkable asymmetry between the functions of being used by mistake instead of the correct letter and being confused with another letter. Some letters are often confused with other letters that are used instead but they seldom appear instead of the correct letters; the opposite is the case of other letters. The study did not show any distinctive specific features characterizing dislectics in general. The findings show mostly somewhat typical, generalized clumsiness in perception, slowness, laxness, sometimes also confusion.

dyslexia, research; 144353

90. WIECKOWSKI, R.: Kierunki badań i studiów w zakresie wychowania przedszkolnego. /Directions of research and study in the sphere of early childhood education./

Wychowanie w przedszkolu, 36, 1983, No. 4, pp. 19[illegible]-198.

In the author's opinion, topical research directions are: study of the structure of early childhood education, especially of the period it should cover /where to place the school "threshold"?/, further the problems of the "reality of preschool facilities" and the "reality of early childhood" /the sphere of educational and developmental psychology/, especially problems of children's activity, nursery school - child - parent interaction; the problem of "didactic thresholds" and transitions between the individual stages of education /nursery school - school/; problems of diagnosing individual deviations and the like.

early childhood education, research; 142900

2.3 History

91. BELENOVSKIY, K.: Put' pedagogicheskikh iskaniy. /The path of educational search./

Doshkolnoye vospitaniye, 1983, No. 4, pp. 46-48.

This is an evaluation of the work of Stanislav

Teofilovich Shatskiy /1878-1934/. He studied problems of work education very early, in the period before World War I. Thanks to his initiative, the first research station for national education was set up in the year 1919 to deal primarily with problems of work education, organization of the child's life and study of the process of education in its whole width. Shatskiy stressed the importance of the first years of life for the shaping of man's personality; therefore, he paid considerable attention to problems of early childhood education, to the connection of nursery school with school and cooperation with parents.

S. T. Shatskiy, work education, nursery school;
140115

92. ČECHOVÁ, J.: Bude se dítě umět ještě ke stromu přivinout ? /Will the child still know how to embrace the tree ?/

Československý loutkář, 34, 1983, No. 6, pp. 132-133.
5 photographs.

The author reminds of some artistic and educational views of the marionetter, illustrator, painter and film maker Jiří Trnka. The author states that Jiří Trnka always opposed cheap effects in art education and artistic fortuities that appear to be "artistic" miracles. Huge brushes, expensive colours, accidental structures - in short, all possible effects are, in his opinion, fakes that the children learn since the first grades, even in nursery schools. The basis of art education should be drawing and attentive observation.

art education, child; 142985

93. FIXL, V.: Třicet let od výstavy "Dítě a hračka". /Thirty years since the exhibition "The child and toy"./

Hračka, 18, 1983, No. 1, pp. 12-13.
1 photograph.

This is to commemorate a special exhibition devoted to the problem of good toy that was held in Prague on the turn of 1952 - 1953. The Advisory Board on Toy guaranteed its contents. The author of this article states that documentation coming from that period shows that it was the first action organized by toy makers in Europe that approached seriously the educational aspect of toy.

toy, exhibition, Prague, 1952-1953; 14/29-43/11

94. FREY, J.: Sukova knihovna. /Suk's library./
Zlatý máj, 27, 1983, No. 9, pp. 524-527.
2 photographs.

The article commemorates the founder of Suk's study library of literature for children and young people - V. F. Suk, secondary school Czech and French teacher, literary critic and historian. Together with O. Pospíšil, he gave organizational and professional stimuli for a systematic study of Czech and partially also Slovak literature for children and young people. V. F. Suk was a co-author of the first synthetic history of Czech children's literature that influenced the interpretation of literature with its heuristic nature and artistic and educational conception for a long time.

children's literature, library, V. F. Suk; 140115

95. FROLOVA, O.: Iz istorii sovetskoy doshkolnoy pedagogiki. /From the history of Soviet early childhood education./
Doshkolnoye vospitaniye, 1983, No. 2, pp. 45 - 46.

All-Russian congresses on early childhood education /held in 1919, 1921, 1924, 1928/ played an important role in the development of Soviet early childhood education in the first decade of Soviet rule. They were organized by the national education commisariat, with A. V. Lunacharskiy and N. K. Krupskaya participating. They were attended by representatives of departments of national education, nursery school teachers, students. The first congress substantiated the requirement of educating a harmonious personality and laid down demands made on the teacher that is entrusted with the education of Soviet children. The second congress indicated the need to develop a Soviet system of early childhood education, it gave an impetus for a re-evaluation of the curricula of early childhood facilities from the standpoints of Marxist basis and the needs of the working class. The keynote of the third congress was "We are raising a shift of pioneers, healthy children, collectivists". The child should be influenced by the present period, which is rich in events. This line was followed in detail by the fourth congress, which stressed the connection of preschool child care facilities with life. However, this correct line was not enforced sufficiently in practice: the curricula became excessive and dull, correct proportion between play and children's work was not reached. The development of the theory of early childhood education has not been direct and easy but the main principle has been adhered to, in other words - preschool education has been shaped on the basis of Marxist-Leninist teaching on education.

early childhood education, history, the U.S.S.R.;
140113

96. FROLOVA, O. - AGOPOVA, V. - SKVORTSOVA, M.: Vospominaniye veteranov doshkolnogo vospitaniye o N. K. Krupskoy. /Preschool education veterans' memories of N. K. Krupskaya./

Doshkolnoye vospitaniye, 1983, No. 2, pp. 37-40.

A scientific worker, a worker of the department of preschool education from the national education commisariat in Moscow and an inspector for preschool education in Bryansk recall their meetings with N. K. Krupskaya.

N. K. Krupskaya, early childhood education; 140115

97. HARRIS, N.: The Carondelet historic center and Susan E. Blow.

Childhood Education, 60, 1983, No. 5, pp. 336-338.
1 photograph, 1 ref.

This article informs about a historic museum of early childhood education that was set up in a house where Susan E. Blow opened her nursery school in the year 1873. Here was not the first one in the United States but it reaches priority with its importance. It was set up in the spirit of Froebelian educational system that Susan Blow got acquainted with in Europe. A part of the building is furnished like the original nursery school, another part serves as a library and a museum and a part is prepared for visits of nursery school children, who will each get his or her packet with toys to play with during the visit.

early childhood education, museum, the U.S.A.;
142900

98. Istoriya sovetskoy doshkolnoy pedagogiki. /The history of Soviet early childhood education./ Edited by M. F. Shabayeva.

Moscow, Prosveshcheniye 1980.
Reviewed by: Zhukovskaya, R. - Nechayeva, V. -
Borisova, Z.
Doshkolnoye vospitaniye, 1983, No. 4,
p. 96.

This reader in the history of public preschool education and the theory of early childhood education in the U.S.S.R. is a continuation of the preceding two volumes, namely of the reader in the history of foreign early childhood education /1974/ and home early childhood education /1976/. It brings documents reflecting the specific nature of the development of Soviet theory of early childhood education and the system of public early childhood education in its individual stages: excerpts from V. I. Lenin's, N. K. Krupskaya's and A. V Lunacharskiy's works, materials from congresses, resolutions of the Central Committee of the Communist Party of the U. S. S. R. and of the Council of Ministers as well as other materials characterizing the development of public early childhood education.

early childhood education, history, the U.S.S.R.; 142900

99. KÁBELE, F. - KRACÍK, J.: Nárys vývoje péče o mládež tělesně postiženou, nemocnou a zrakově oslabenou. /An outline of the development of care for physically handicapped, afflicted and visually impaired young people./

Prague, Charles' University 1982. 69 p.
Reviewed by: Fišerová
Otázky defektologie, 26, 1983/1984, No. 1, pp. 35-37.

The textbook contains significant historical data refering to the development of care for physically handicapped, afflicted and visually impaired young people. Attention is paid to the history of the branch, i.e. somatopaedia, as well as present-day care for handicapped children and young people.

special education, child, youth, textbook; 144367

100. **KUROCHKINA, N.**: Ye. A. Flerina o soderzhanii obucheniya izobrazitelnoy deyatelnosti. /E. A. Flerina about curricula for art education./

Doshkolnoye vospitaniye, 1983, No. 6, pp. 33-34.

Ye. A. Flerina was one of the first to study children's art education from the viewpoint of materialistic philosophy of life. She worked out principles for the curricula of drawing for children in three age groups and tasks for topic and decorative drawing. Simultaneously with the drawing of a wide range of topics, she considered it necessary to teach children to picture individual objects. This is a condition for the perfecting of drawing in general. She understood children's creativity as a conscious expression of the surrounding reality in drawing, modelling, building, an expression of the contents of observations and impressions gained by means of words, pictures and other kinds of art. Opposing the prevailing view of that period that children's creativity declined at about the age of seven, she proved that this phenomenon was caused by bad educational guidance lacking the teaching of the skill. Flerina often stressed the necessity of unifying the learning and creativity, mutual interaction of teaching and creative tasks.

art education, materialism + scientific philosophy of life, child, Ye. A. Flerina; 142985

101. LESNÝ, I.: Třicet let existence dětské neurologické léčebny v Železnici./ Thirty years of existence of the children's neurological sanatorium in Železnice./

Otázky defektologie, 25, 1982/1983, No. 10, pp. 415-416.

The thirtieth anniversary of the children's neurological sanatorium in Železnice near Jičín was a stimulus for the author to evaluate methods of work and results that this sanatorium had reached. The author states that considerable success has been reached in accurate diagnosing and purposeful treatment of all forms of children's cerebral paralysis and other disorders of the central motor regulation and motor development in childhood. As one of the best sanatoriums of this kind, it has become well-known in Czechoslovakia as well as abroad.

neurology, medical care, child; 140900

102. MATHYS, F.K.: Die Ballspiele. /Ball games./

Dortmund, Harenberg Verlag.
Reviewed in: Der Schweizerische Kindergarten, 73,
1983, Nos. 7/8, pp. 44-45.

The book deals with the history of ball games, from cult ball games in pre-Columbian America and in Europe to football, ice hockey, cricket, tennis in earlier and present-day forms. Numerous pictures show fashion changes especially in women's sportswear.

sports games, history; 149307

103. MATHYS, F.K.: Kindermode seit wann ? /Children's fashion - since when ?/

Der Schweizerische Kindergarten, 73, 1983, No. 9, pp. 2-16.
16 figs., 4 photographs, 20 refs.

The article outlines the development of children's clothing. Ancient nations living round the Mediterranean left their children naked, like many primitive nations do at the present time. When the children reach sexual maturity, they wrap a cloth round their hips. The original Greek wrap was replaced by the chiton worn by Greeks, Romans and later by other nations of ancient Europe and still surviving in the frocks of Roman Catholic priests. Children of both sexes wore this dress, something between a shirt and a frock, till the Middle Ages. Spanish fashion was worn by noble adults and their children in the periods of Renaissance, Baroque and Rococo. Children looked like miniature adults. The influence of adult clothing grew less pronounced by the end of the 18th century and by the beginning of the 19th century. In the 20th century, more comfortable and more adequate clothing was gradually used with the development of the production of ready-made clothing; children's fashion began to develop.

production of ready-made clothes, history, child; 140301

104. MERKEL, A.: Erziehung in der Familie Marx. /Education in the Marx family. /

Neue Erziehung im Kindergarten, 36, 1983, No. 5, pp. 110-111.
2 photographs.

Proceeding from the study of literature and other sources, the author describes education in Karl Marx' family and the sensitive atmosphere that governed the relations between the parents and their children. He points out that, in spite of his occupation, Karl Marx found time to tell fairy-tales to his children, to read for them and to make walks with them. He paid great attention to what the children read, chose books for them himself and talked with them about what they read. The study of foreign languages was also a regular part of the programme of family education.

K. Marx, family, education; 140115

105. MIŠURCOVÁ, V.: Panenka jako předmět výzkumu. /The doll as an object of research./

Hračka, 18, 1983, No. 2, p. 14.

This is an annotation on Barbara Spadaccini's study of the historical development of mechanical toys in France. The study was published in No. 8 of the CERP bulletin, by the French centre for the study of the doll that has its seat in the Musée Roybet-C.-Fould in the town of Courbevoie. In her article, Barbara Spadaccini pays attention especially to the toy maker and founder of a toy factory, A. N. Théroude, who influenced substantially the development and production of automatic and mechanical toys in the 19th century. A. N. Théroude is the author of a wide range of toys, such as mechanical animals in life sizes, children's railways, automatic music toys and dolls fitted with various mechanisms. The author of the article focuses her attention on dolls that were made by Théroude in twenty different kinds in the period between the years 1845 and 1872. She brings information about the conditions in which they originated, describes them and supplies pictures and sketches of the mechanisms of a speaking doll, a doll that lifts its arms while simultaneously closing its eyes and another doll with moving arms and legs /utilizing the rotary motion/.

toys, A. N. Théroude, the 19th century; 142711

106. MIŠURCOVÁ, V.: Počátky předškolních institucí v českých zemích. /The beginnings of preschool child care institutions in Bohemia and Moravia./

Pedagogika, 33, 1983, No. 4, pp. 465-473.
34 refs.

The author describes the beginnings of preschool facilities and stages of development of institutional preschool education in Bohemia and Moravia. The first preschool child care facilities were set up by the end of the 18th century and by the beginning of the 19th century, in keeping with social trends that enabled the mothers gradually to work in factories, and provided basic care for young children. All effort was based on progressive traditions and on the ideas of J. A. Comenius.

early childhood education, history, Czechoslovakia;
142900

107. Muzeum a ateliér hraček v Kecskemétu. /A toy museum-cum-studio in Kecskemét./

Hračka, 18, 1983, No. 2, pp. 12-13.

This is detailed information about a new conception of the Hungarian toy museum-cum-studio Szórakaténusz in Kecskemét. The conception is based on a combination of the collecting, archival and creative functions. A symbiosis of routine museum work and the education of children for a creative understanding of play and toy is considered as a happy alternative by the Hungarian specialists. The museum and its toy studio cooperate closely with the local teacher training school as well as with primary and nursery schools in Kecskemét. They enable the children to experience most varied social situations, tasks and roles connected with them in an interesting and amusing form, they stimulate the development of children's fantasy and they offer the boys and girls scope for joint creation. Creative artists and craftsmen make the children acquainted with ways of processing various kinds of materials, they teach them how to make toys by themselves. The knowledge gained in the course of play provides valuable stimuli for the spheres of production and sales. The museum has a rich collection of toys, offering an idea of toys and games that amused children since ancient times till World War II on the territory of Hungary. In all, the museum collections comprise 1,500 exhibits that are seen by nearly 18,000 visitors every month.

toy, museum, Hungary; 14/29-43/11

108. PLEKHANOV, A.: Osnovopolozhnik doshkolnoy pedagogiki. /The founder of early childhood education./

Doshkolnoye vospitaniye, 1983, No. 8, pp. 32-36.

This is an evaluation of Froebel's work /1782-1852/. His theory of early childhood education consists of three parts: philosophical, psychological and educational. His main educational principles are: development of senses, speech, mastering of knowledge. He stressed the importance of play and motor education, the necessity of stay in the nature and aesthetic education. He prepared six gifts for the educational activities of children. His theory concerning the linking of individual stages in the child's development has remained topical. His idealistic views, his dogmatism in the guiding of play and handling of gifts were criticized by progressive Russian educationalists. A realistic critique was rendered by Ushinskiy: "there is a grain of truth here that, after separating the chaff, will remain in the treasure of man's achievements".

F. Froebel, early childhood education; 140115

109. RODIONOVA, N.: Propaganda teoreticheskogo naslediya N. K. Krupskoy. /Promoting the theoretical heritage of N. K. Krupskaya./

Doshkolnoye vospitaniye, 1983, No. 11, pp. 67-68.

The educational prep room of a teacher training school is used for making the students familiar with the work of N. K. Krupskaya. There is a reference library here and lists of literature about Krupskaya for the needs of both teachers and students. A group of readers selected from among the members of the educational circle is entrusted with the task of making younger students and staff members of preschool child care facilities familiar with the works of N. K. Krupskaya. Theoretical conferences are held in the educational prep room on Krupskaya's anniversary days, displays are prepared, colour strips are shown and recordings of Krupskaya's speeches are played. Meetings of students with educational workers who knew Krupskaya personally are held traditionally.

N. K. Krupskaya, work, education; 140115

110. ŘEHÁK, M.: Otto Rödl in memoriam. /In memory of Otto Rödl./

Československý loutkář, 34, 1983, No. 4, p. 79.
1 photograph.

The article describes the life and work of Otto Rödl, an outstanding personality of Czech marionette and puppet playing. A brief biography is supplemented with facts about his educational, artistic and publishing activities. Otto Rödl was the founder of extra-mural study of marionette playing for nursery school teachers and other teachers at the Academy of Theatre Arts in Prague.

marionette and puppet playing, O. Rödl; 142981

111. STEHLÍKOVÁ, B.: Richard Lauda a jeho první knížky pro děti. /Richard Lauda and his first books for children./

Zlatý máj, 27, 1983, No. 1, pp. 18-23.
3 photographs.

This is an analysis and evaluation of Richard Lauda's illustrations. His contribution lies primarily in the effort to create a book for children and in the endeavour to find new sources of inspiration that would correspond to the needs and interests of children. In the beginning of the 20th century, Richard Lauda joined the movement for beautiful books in the sphere of creation for children that was closely connected with the movement for aesthetic education of children. His contacts with teachers were of great importance for his work. The results of this cooperation were illustrations of children's essays, school pictures for object teaching, illustrations of school textbooks and readers.

children's literature, illustrations, R. Lauda; 148163

112. VYŠTEJN, J.: 30 let celostátní logopedické péče. /Thirty years of nationwide speech therapy care./

Otázky defektologie, 25, 1982/1983, No. 6, pp. 241-244.

Thirty years of speech therapy care within the framework of the Czechoslovak health care system gave the author of the article an opportunity of retrospective evaluation, balancing and making plans for the future. The article reminds of some events that had an immediate impact on the introduction of nationwide organized speech therapy care and on its development.

speech therapy + care, thirty years, Czechoslovakia; 144371

113. WILSON, P.: Miss Anna Freud 1895 - 1982.

International Journal of Early Childhood, 15, 1983, No. 2, p. 73.

This is an obituary of Anna Freud, daughter of Sigmund Freud, originator of psychoanalysis. She became his follower in that branch of science and specialized mainly in children. She lived in England since 1939 and pursued her professional work, psychotherapy, lectured and conducted research. She paid a lot of attention to the psychological preparation of nursery school teachers for work with children. She was an outstanding personality in her branch and her loss will be felt by the whole movement of psychoanalytical research.

psychoanalysis, Anna Freud ; 140115

2.4 Comparative studies

114. MATE, M.: Liaison groups in early education, Educational Research, 25, 1983, No. 2, pp.105-109. 7 refs.

Since the year 1977, the study of children's transfer from education in their families to the care of various institutions /children aged 3 - 8/ has concentrated on the forming of so called liaison groups in school districts. Group members are school and nursery school teachers from the district, a few parents and, sometimes, the local paediatrician or sanitarian etc. The activities of these hitherto experimentally formed groups working in nine districts of England are described.

education + child, family, school, England, 142900

115. BATE, M.: Liaison groups in early education: Some factors which influenced the success of their activities.

Educational Research, 25, 1983, No. 3, pp. 196-201.
1 ref.

This is a continuation of an article about the activities of liaison groups published in No. 2. These groups comprise nursery school teachers, parents and research workers in the sphere of education.
A study of nine of these groups in various parts of the country showed some problems of their activities. These include primarily the problem of leadership, considerable independence of the support of local authorities, relation between the liaison group size, the status of its individual members and their authority and attitudes.

education + child, family, school, England; 142900

2.5 Scientific conferences and symposia

116. BILINSKA - TRZCINSKA, S.: O działalności Swiatowej organizacji wychowania przedszkolnego, Zbliza się XVII Kongres OMEP. /About the activities of the World Organization for Early Childhood Education. The 17th OMEP Congress is drawing near./

Wychowanie w przedszkołu, 36, 1983, No. 4, pp.215-219.
2 refs.

This is information about the organization and its activities /special seminars, conferences, symposia/ in the sphere of early childhood education on an international scale, published in anticipation of the nearing world congress of the OMEP /in 1983/.

science + gathering, early childhood education, 1983; 140113

117. Congrès de l'A.G.I.E.M. à Rennes. /The A.G.I.E.M. Congress in Rennes./

L'école maternelle française, 1982/1983, No. 1, pp. 6-8.

The 55th congress of the French Association of Nursery School Teachers /Association générale des Institutrices et Instituteurs d'écoles maternelles/ was held in Rennes between June 26th - 29th, 1982. Over three thousand persons participated. The keynote of the congress was "Children and nursery school teachers in the changing world: Examination of basic values and new trends". The basis of the programme was formed by papers read by outstanding French scientists, namely What culture for the 21st century? /J. de Rosnay/, Present-day brain study - are we one or more? /P. Etevenon/, Relations between play, speech and thinking /J. Brunner/. The contents of these papers are characterized briefly. The programme of the congress included also seminars, discussions, displays and the like.

science + gathering, teacher + nursery school, Rennes, 1982; 140113

118. ČAČKO, P.: *Jubilejná Bologna.* /Jubilating Bologna./
Zlatý máj, 27, 1983, No. 7, pp. 434-436.
2 photographs.

This is detailed information about the twentieth international book fair in Bologna. Czechoslovak children's books were displayed by publishing houses Albatros, Mladé letá, State publishing houses of instructional literature of Prague and Bratislava, Artia and Slovart. As usual, an exhibition of illustrations was a component part of the fair.

children's book, exhibition, Bologna; 140107

119. *Defektologická diagnostika.* /Diagnostics in special education./
Olomouc, Palacký University Press, 1982. 253 pp.
Reviewed by: Chaloupková
Otázky defektologie, 25, 1982/1983, No. 9, pp. 368-370.

This publication contains collected papers from a scientific seminar that was held in Olomouc, with international participation, on August 26th - 28th, 1980. The seminar focused on topical problems of diagnosing defects in special education. Specialists studying these problems will find this publication useful for study of papers read at the seminar and for their utilization in their educational practice.

science + gathering, special education, diagnostics, Olomouc, 1980; 140113

120. DEMJEN: Vytváření souboru hraček pro mateřské školy. /Making sets of toys for nursery schools./
Hračka, 18, 1983, No. 1, pp. 6-7.

This paper delivered at an international colloquium on toy design held in Prague outlines the process of elaborating a theoretical conception of a system of toys based on developmental psychology and theory of education. In the author's opinion, the immediate practical task in the preparation of a set of toys for nursery schools is to make a survey, concentrating primarily on the contents. He states that the creation of a set of toys has its problems, too. There are two paths leading to the goal, namely: 1. Proceeding from the present-day state of the fund of toys and aids existing in nursery schools and classifying these existing toys into a system; 2. Creating a new model of a set of toys on the basis of scientific knowledge while respecting all possible factors and deriving the system from them. As the author states, the first path leads to the goal easily as what has already been created and developed is only classified in keeping with the demands of the educational programme. A comparison of the existing toy fund with demands of the programme will show for which spheres the toys are not satisfactory and which ones must be replaced.

The other path is more intricate as it means to develop a general theory of the toy system. However, this path presumes simultaneously a systemizing of the knowledge of play gained so far.

nursery school, toy; 14/29-43/11

121. Enfants et enseignants d'école maternelle dans un monde en mutation /Congres de Lyon/. /Children and nursery school teachers in the changing world /The Lyon Congress/./

L'école maternelle française, 1983/1984, No. 2, pp. 5-9.

The article brings information about the 56th Congress of the Association of nursery school teachers /Association générale des Institutrices et Instituteurs d'écoles maternelles/ that was held in Lyon in the year 1983. The problems of the child in the nursery school were dealt with in a number of papers, contributions and seminars that treated the whole complex of problems from the viewpoints of various branches of science. An exhibition was opened on the occasion of the congress. The congress brought a lot of stimuli for further activities of nursery schools.

science + gathering, teacher + nursery school, Lyon, 1983; 140113

122. GILABERT, H.: 17e Assemblée mondiale de l'O.M.E.P. /The 17th world assembly of the O.M.E.P./
L'école maternelle française, 1983/1984, No. 2, pp. 2-3.

The article brings brief information about the 17th congress of the World Organization for Early Childhood Education that was held in Geneva in August 1983 and attended by more than 700 participants from 46 countries. Its keynote was "Childhood and culture: The child's identity in changing societies and cultures". The programme was formed by four main papers read here, by seminars, panel discussions etc. In conclusion, the participants adopted a declaration appealing to governments and international organizations and calling for better care for the fate of children, their health and education and for the development of research in favour of peace.

science + gathering, early childhood education, Geneva, 1983; 140113

123. Il linguaggio e i linguaggi nel bambino da 3 a 6 anni e nella scuola materna. 2° Corsoconvegno nazionale di studio e di aggiornamento /Sorrento, 22-25 febbraio 1983. /Language and the child's languages between 3 and 6 years of age in the nursery school. The 2nd nationwide study and innovation meeting held in Sorrento on February 22nd - 25th, 1983./
Scuola materna, 70, 1982/1983, No. 17, pp. 1077-1140.

The whole issue of the magazine is devoted to papers read at the meeting and a summary of the discussions - to contributions by A. Agazzi, N. Paparella, G. Cattanei, M. Mencarelli, S. Spini, A. Dal Prato, M. Spaccazocchi, C. Scaglioso, A. Valeriani and L. S. Beccegato. Problems of language education were treated from the viewpoints of goals, language aesthetics, colloquial language /speech abilities/, the relation between language and artistic expression, musical language, links between language and psychomotor activity, the importance of communication media.

science + gathering, early childhood, language education; 140113

124. KLINDOVÁ, L'.: Sedemnásty kongres OMEP. /The 17th OMEP congress./

Predškolská výchova, 38, 1983/1984, No. 4, pp. 22-23.

The 17th world congress of the OMEP /World Organization for Early Childhood Education/ was held in Geneva in August 1982 and was attended by more than 600 delegates from 43 countries. The keynote of the congress was "Child and culture - the child's identification with the quickly changing society and culture". The subject was covered by four papers read here /Child and culture, The child under various social and cultural influences, The child's development from the aspect of specific cultural features, The child's identification from the viewpoint of present-day problems/. A discussion followed each paper. The contents were interesting thanks to the variability, width of approaches and the clearly discernible trend of synthetizing, philosophical views and deductions. Stress on education for peace since the earliest childhood was a common feature of all those participating in discussions.

science + gathering, early childhood education, Geneva, 1982; 140113

125. KONEČNÝ, Z.: Slavnostní rozšířené zasedání redakce, redakční rady a spolupracovníků časopisu Rodina a škola. /A festive extended meeting of editorial staff, editorial board and contributors to the magazine Rodina a škola./

Rodina a škola, 30, 1983, No. 12, pp. 6-7.
4 photographs.

This is a detailed report on a seminar that was organized by the editors of the magazine Rodina a škola /The family and the school/. The seminar was held in the Central Club of Education and Science in Prague on 21st September. The seminar was attended by a hundred parents and teachers, who listened to specialists in theory and practice and to editors in chief of similar magazines for parents from the Soviet Union, the German Democratic

Republic, Bulgaria and Poland and the editress in chief of the Slovak Rodina a škola. The seminar concentrated on some problems of communist education in the family. In all, the participants listened to twenty-three papers and contributions.

communist education, family, seminar; 142700

126. MEEKOVÁ, M.: Role vyprávění v proměnlivém světě dítěte. /The role of story telling in the child's changing world./

Zlatý máj, 27, 1983, No. 1, pp. 46-52.

This is an abridged translated version of a paper that was read at the 18th IBBY congress. The author of the paper contemplates the importance of stories and story telling in the lives of present-day children and young people. She analyzes in detail the individual types and kinds of story telling, distinguishing between storing and the artistic form of story. She understands story telling in the most general sense as the passing and exchange of experience. In the author's opinion, the role of story telling has not changed much in the present-day world and it is not going to change. What changes are topics and things which means that new stories are added to the old ones. These propositions are backed by rich study material, by the author's experience and by generally accepted views.

science + gathering, children's literature, story telling; 148163

127. MIŠURCOVÁ, V.: Konference. /The conference./
Predškolská výchova, 37, 1982/1983, No. 8, pp. 24-25.
1 ref.

The fourth session of the International Standing Conference for the History of Education that was held in Budapest in September 1982 was devoted to the history of early childhood education in relation to the history of education in general. It was attended by 170 specialists from 26 countries. The work centred in discussions that were conducted in six sections dealing with: 1. The origin of preschool child care facilities, 2. The development of preschool child care institutions in the 19th century, 3. The development of preschool child care institutions in the 20th century, 4. Social and historical aspects in the history of early childhood education in the 19th century, 6. Theories of early childhood education in the 20th century. A lot of new knowledge was presented about the development of preschool institutions and ideas of early childhood education not only in Europe but also in Asia, America and Australia. The history of Czechoslovak early childhood education was treated in four papers read at the conference. These were "Otokar Chlup, a classic of Czech education in the 20th century", read by J. Cach; "Early childhood education in the works of Comenius and in the traditions of his country" discussing the theoretical basis of early childhood education and read by D. Čapková; "150 years of institutional preschool education in Czechoslovakia" read by V. Mišurcová and "Rehling's contributions to the theory of preschool education in the Trnava nursery school" read by J. Schubert. The growing interest in early childhood education has led to the establishment of a working group for the history of early childhood education within the framework of the international conference. The group comprises about fifty specialists in this sphere.

science + gathering, early childhood education, history, Budapest, 1982; 140113

128. MIŠURCOVÁ, V.: *Mezinárodní konference o dějinách předškolní výchovy.* /An international conference on the history of early childhood education./ Pedagogika, 33, 1983, No. 3, pp. 383-384.

The International Standing Conference for the History of Education held a session on the history of early childhood education in Hungary on September 7th - 10th, 1982. It was attended by 170 specialists from 26 countries and over a hundred papers had been prepared for it. The discussions were conducted in six sections and concerned the history of preschool child care facilities, the history of ideas, educational problems /play, language education/. The main topic of the discussions was the history of early childhood education in relation to the history of education in general with methodological aspects. A specialized working group was set up for the history of early childhood education.

early childhood education, history, science + gathering, Hungary, 1982; 140113

129. MIŠURCOVÁ, V.: *Některá pedagogická kritéria systému hraček.* /Some educational criteria of a system of toys./

Hračka, 18, 1983, No. 1, pp. 4-5.

This paper that was read at the international colloquium on toy design held in Prague points out some problems that should be solved in connection with developing a system of toys. A system of toys is defined as a whole that: a/ corresponds to the mental and physical development of the child and contributes to his harmonious development; b/ reflects the richness and variety of the environment of the present-day world; c/ enables the child to gain experience and knowledge in natural life situations; d/ is functional not only from the viewpoint of the individual but also with respect to his social determination and developmental trends of the socialist society. Further, the author goes on to explain why the theory of play forms the starting point in the educational and psychological classification of play and the aim of socialist education. The author states that this classification has its problems, too, like any other classification. However, it has its advantages as it avoids one-sidedness that is necessarily arrived at when classifying toys according to the component parts of education, according to materials and the like.

toy, system, criterion; 14/29-43/11

130. Mládež má právo na život v mieri. /Young people have the right to live in peace./

Zlatý máj, 27, 1983, No. 2, pp. 82-85.

This is H. Benediková's interview with merited artist Dr. Rudo Moric about conceptual changes of the new board of the IBBY, its executive and the international jury for the Andersen Prize. R. Moric was the head of the Czechoslovak delegation at the 18th IBBY congress that adopted a peace message appealing to the governments of all countries of the world. An abridged text of this message is published here.

science + gathering, children's literature; 148163

131. MONATOVÁ, L.: Zasedání OMEP v Belgii. /The OMEP session in Belgium./

Predškolská výchova, 37, 1982/1983, No. 11, pp. 24-25.

This is information about the session of the World Organization for Early Childhood Education that was held in Belgium in the year 1982, and continued with a seminar dealing with the topic "The child's right for childhood, for bread, play and peace". Participants in the discussion pointed out difficult living conditions of young children, hunger, diseases and children's work in many developing countries as well as in developed countries. The Czechoslovak delegate stressed the favourable living conditions of children in Czechoslovakia, even of those that cannot be raised in their families due to various reasons.

science + gathering, early childhood education, Belgium, 1982; 140113

132. MORIC, R.: Stretnutie socialistických sekcí IBBY.
/A meeting of the socialist sections of the IBBY./
Zlatý máj, 27, 1983, No. 7, pp. 410 - 411.

This is information about a joint meeting of national sections of the IBBY from socialist countries that took place in Warsaw in the beginning of 1983. The meeting was attended by delegations of national sections of the IBBY from the Soviet Union, Bulgaria, Poland, Hungary, the German Democratic Republic and Czechoslovakia.

science + gathering, children's literature, Warsaw, 1983; 148163

133. News from OMEP.

International Journal of Early Childhood, 15, 1983, No. 2, pp. 40-41.

This is information about the activities of the OMEP /World Organization for Early Childhood Education/ in connection with the 17th world congress of this organization that was held in Geneva in August 1983, stating which issues were dealt with /board election/ and mentioning preparations for the 18th congress that is to be held in Israel in the year 1984.

science + gathering, early childhood education;
140113

134. PLAISANCE, E.: Un congres international sur l'histoire de l'éducation préscolaire. /An international congress on the history of early childhood education./

L'éducation enfantine, 1982/1983, No. 7, pp. 5-7.

The article contains information about the international congress on the history of early childhood education that was held in Budapest between September 7th - 10th, 1982 by the International Standing Conference for the History of Education. The dealings concentrated especially on the development of early childhood institutions in various countries of the world in the 19th and 20th centuries. A lot of new knowledge about the development of early childhood education in various countries was presented, thus contributing to the possibility of intensifying historically comparative studies in this field. The author evaluates highly the results of the proceedings and stresses the necessity of historical study for the solution of present-day problems of early childhood education in the world.

science + gathering, early childhood education, history, Budapest, 1982; 140113

135. RISSEL: *Logopedická konference.* /A speech therapists' conference./

Otázky defektologie, 25, 1982/1983, No. 7, pp. 291-292.

This is information about a state-wide speech therapists' conference that was held on the occasion of the 150th anniversary of the foundation of the first institution for handicapped children and young people in Moravia by the Czech Speech Therapists' Society and the board of special education at the Regional Educational Institute in Brno to discuss the topic "Progressive traditions and new conceptions of the education of young people with hearing defects". More than three hundred participants working in the school system, in health care and in social welfare and science attended the conference. A paper read by M. Máchalová described the experience with the new conception gained in a nursery school for children with hearing defects in Brno. A paper read by O. Zelinková contained some stimuli and topics for early childhood education of children with hearing defects.

science + gathering, speech therapy, Brno; 140113

136. ROLL, D.: Medaily H. Ch. Andersena 1982. /Andersen Medals 1982./

Zlatý máj, 27, 1983, No. 6, pp. 347-350.
2 photographs.

The article makes the reader acquainted with the work of the Brazilian writer Lygie Bojunge Nunez that was awarded the Gold Andersen Medal 1982 for literary work for children. The Polish illustrator Zbigniev Rychlicki got a gold medal for his illustrations for children.

children's literature, L. B. Nunez, Z. Rychlicki; 148163

137. ŘÍHA, B.: U kulatého stolu v Moskvě. /At the round table in Moscow./

Zlatý máj, 27, 1983, No. 6, pp. 330-331.
1 photograph.

This is information about a session that took place in the Moscow House of Friendship and was attended by all representatives of national sections of the IBBY, including Cuba and Vietnam. The main part of the meeting was a discussion on the strengthening of children's literature in socialist countries and the strengthening of its educational effect in the present-day struggle for peace. For this reason, promotion and support will be given especially to stories from present-day lives of children with stress on ethical and civic values, stories from the war period, from the period of struggle against Fascism showing the absurdity of any effort to achieve supremacy in power or even world power, and, finally, great metaphors that make clear for the children basic problems of mankind and the world.

science + gathering, children's literature, Moscow, 1983; 148163

138. SOUČKOVÁ, V.: 18. kongres IBBY. /The 18th congress of the IBBY./

Zlatý máj, 27, 1983, No. 1, pp. 45-46.
1 photograph.

The author informs about the proceedings of the 18th congress of the IBBY /International Board on Books for Young People/ that was held in the modern Churchill College in Cambridge on September 6th - 10th, 1982. The congress was attended by three hundred delegates from 41 countries. The key topic of the proceedings - The story in the child's changing world - was treated in four main papers and in ten contributions to the discussion. The 19th congress of the IBBY is to be held in Cyprus in the year 1984, the key topic being Publishing, distribution and acceptance of children's books in countries of the third world.

science + gathering, children's literature, Cambridge, 1982; 148163

139. STANKA, J.: XI. ročník Fulneckých dnů J. A. Komenského. /The 11th Fulnek days of J. A. Comenius./

Otázky defektologie, 26, 1983/1984, No. 3, pp. 122-124.

The author reports upon the proceedings of the 11th Fulnek days of J. A. Comenius that were held on

July 4th - 6th, 1983, the keynote being "Socialist school system - a guarantee of all-round care for the young generation". This state-wide meeting of educators was traditionally attended by teachers of handicapped children, nursery school teachers and teachers working in educational facilities providing institutional and protective education.

Fulnek days, socialist education, science + gathering, Czechoslovakia, 1983; 140113

140. **WEISER, M.:** The right to be a child.

Childhood Education, 60, 1983, No. 3, pp. 146-150.
2 photographs, 2 refs.

This is a report upon the participation of the American national association of the OMEP /World Organization for Early Childhood Education/ at an international colloquium that was held in Charleroi in Belgium in the year 1982. The discussion concentrated at this colloquium on the defence of the child's right for correct nutrition, for play and life in peace.

early childhood education, science + gathering, Belgium, 1982; 140113

141. Zamyšlení nad comics. /Reflections on comics./
Prepared by H. Müller.

Zlatý máj, 27, 1983, No. 10, pp. 611-615.

The article informs about a symposium organized by the Youth Research Institute at the Goethe University in Frankfurt am Main. The topic for discussion was: Comics in the German language area and their impact on juvenile readers. The article contains a summary of papers and discussions read at the symposium and discussions. The participants of the symposium proposed the foundation of the COMIG prize that would be awarded to artistically outstanding, valuable works. Further, the institute was entrusted with setting up a post for the research on comics. Among other things, it is considered necessary to find out what the fascinating element of this reading consists in. More than 90 p.c. of ten-year-old children from all social strata are readers of comics.

science + gathering, children's literature, Frankfurt am Main; 148163

3. ORGANIZATION OF PRESCHOOL EDUCATION

3.1 Legislative standards and regulations

142. Anweisung zu den Aufgaben der sozialistischen Bildung und Erziehung und zur Gewährleistung einer festen Ordnung in den Kindergärten - Kindergartenordnung vom 23. Juni 1983. /Instructions regarding the tasks of socialist education and the maintenance of proper order in nursery schools - new nursery school rules of June 23rd, 1983./

Neue Erziehung im Kindergarten, 36, 1983, No. 9, pp. 184-186, 191-195.
15 refs.

This is the full text of new nursery school rules that came into force on the 1st January 1983 in all early childhood education facilities in the German Democratic Republic. They contain basic provisions concerning the setting up and running of these facilities and they define staff duties. The group size has been changed, a group may comprise18 children; with respect to the conditions,this number may be exceeded by two or three children. Groups in children's homes may comprise 15 children.

early childhood education, nursery school, organization, the German Democratic Republic, 1984; 142900

143. BRABENEC, F.: Deset let pěstounské péče. /Ten years of foster care./

Rodina a škola, 30. 1983, No. 6, pp. 1, 4.

In 1973, the Foster Care Act came into force. It was aimed at filling a significant gap in the system of surrogate care for children in Czechoslovakia: care for children that cannot be taken care of properly by their parents for obviously long-term reasons and that cannot be adopted for various reasons and for whom institutional care is unsuitable. In the whole decade that has passed since the act came into force, over seven thousand children have been placed in foster families /there were more than 4,700 of them by the end of the year 1981/. These numbers include also children that were taken care of personally by their appointed guardians. Many of the foster parents are relatives of the children. However, the number of foster parents without any blood relation to the children has been growing lately. There are citizens who give their loving care to handicapped children, Gipsy children and socially orphaned children. In most cases, foster care is successful. Foster parents get child benefits and, besides, contributions amounting to 650 Kčs /Czechoslovak crowns/ per child under ten and to 750 Kčs per child over ten years of age. Besides, the foster parent gets 200 Kčs per month as remuneration for the care for the foster child. The Foster Care Act is an outstanding act in comparison with foreign legislations, thanks to its complex approach dealing with education as well as with the economic provision for the child.

foster parent + care, child; 142700

149. HAMERLE, M.: *Novela zákona o rodině.* /The new amendment to the Family Act./

Děti a my, 13, 1983, No. 2, pp. 7-9.

This is information about the new amendment to the Family Act that came into force on April 1st, 1983. The author characterizes changes in comparison with the act of 1964. The act defines more precisely the function of guardians of children under age if there is a clash of interests between the parents and their children under age, e.g. in divorce cases or in other court proceedings. The court is authorized to entrust a child, whose education cannot be guaranteed properly by his own parents, to the care of another citizen who affords guarantee of the child's proper education. The amendment makes it possible to place the respective child in a foster family. There is also a change in the problem of institutional education of children under age /in cases where their education is seriously disturbed or endangered/. The court may order institutional education and extend it one year after the child becomes a major. The amendment deals also with legal problems of fatherhood in cases of artificial fertilization. Another part of the amendment is devoted to cases when the adoption of a child does not require the consent of his

parents, and to some changes in adoption procedure /according to the amendment, it is possible since the 1st April 1983 to approve adoption by single persons in cases where it can be expected that the adoption will fulfil its social role/.
The amendment changes provisions concerning the contribution for the sustenance of a divorced partner /the term "necessary support" was replaced by "adequate support"/, thus expressing better the contents and extent of this contribution.
The amendment brings also a change in the provision concerning regular sustenance contributions that local authorities provide to children under age that are otherwise not taken care of, these contributions being provided in the amount laid down in a special regulation till the age of 26.

family + law, Czechoslovakia; 142701

145. Der Minister für Volksbildung bestätigte die Kindergartenordnung. /The minister of education confirms nursery school rules./

Neue Erziehung im Kindergarten, 36, 1983, No. 9, pp. 180-183.

The head of the department for early childhood education at the ministry of national education and editors of the magazine discussed new school rules for nursery schools that were signed on 23rd June 1983 and will come into force since January 1984.

The whole text of the nursery school rules is published in the issue.

early childhood education, nursery school, organization, the German Democratic Republic, 1983; 142900

3.2 Types of facilities

146. BJELOVÁ, M.: Cigánske deti a predškolská výchova. /Gipsy children and early childhood education./
Predškolská výchova, 38, 1983/1984, No. 2, pp. 18-19.

The effort of early childhood facilities to integrate Gipsy children meets with some problems. It is difficult to achieve their regular attendance due to the indifferent attitude of parents and their lack of interest in the preparation of their children for school. Children coming to nursery schools can usually speak no Slovak, some of them have grown in a bilingual environment. Coherent speech can be achieved in some cases only after long-term educational care. Art education is difficult for these children as most of them have never before had any drawing or painting utensils in their hands.
The best results are obtained in music education and also in the physical education. Good results are achieved in the preparation of children for school

in cases where nursery school teachers and primary school teachers cooperate and participate jointly in enlightening their parents culturally and educationally.

Gipsy child, early childhood education, nursery school; 141325

147: BRÁZDIL, J.: Rodina a postižené dítě. /Families with handicapped children./

Otázky defektologie, 25, 1982/1983, No. 6, pp. 216-219.

The article contains basic knowledge concerning problems of families with handicapped children. The author gives a list of institutions and organizations that render professional help to the parents of handicapped children and counsel them. Besides these forms of help, social and political measures taken in favour of families with handicapped children include various forms of social security provisions, such as benefits, contributions and social services.

special education, child; 144300

148. BŘEZINA, J.: O hospitalizaci dítěte. /Children's hospitalization./

Otázky defektologie, 25, 1982/1983, No. 8, pp. 311-312.

The author describes experience from the children's ward in the city hospital in Ostrava. This ward has adopted some new methods of admitting children and some measures aimed at reducing the infavourable effect of hospitalization on children. The hospital admission room is furnished like a living room, with numerous toys, curtains and other objects reminding of home. The admitting physician discusses the child's habits with the parents and if it is obvious that the child will have to be admitted to hospital, he suggests to the parents either full admission till the child is cured or examined or partial admission, enabling the child to spend the weekends with his or her family or to be brought every morning by the parents and to be taken back home every afternoon; if it is obvious that the child could not bear hospitalization alone, the mother is admitted as well. Film shows, marionette or puppet plays, the showing of film stripes, talks over books, visits to interesting places in the hospital, listening to the wireless and watching T.V. - all this helps the children to bear their stay in the hospital.

hospitalism, child; 140900

149. ČERNÁ, M.: Hovoříme s rodiči mentálně postižených. /Talking with the parents of mentally handicapped children./

Rodina a škola, 30, 1983, No. 2, p. 9.

This is information about the importance, aim, tasks and methods of education in special nursery schools. Special nursery schools represent an important link in the system of schools for children with special needs. They combine harmoniously institutional education of mentally handicapped children and family education, support their all-round development and prepare these children for further education at special schools, if this is possible with respect to their intellectual capacity. In the course of their attendance, the children are observed continuously, and diagnosed professionally in much detail.

oligophrenia, nursery schools; 144361

150. CHMELÍKOVÁ, L.: Mateřská škola při nemocnici. /Nursery schhols in hospitals./

Predškolská výchova, 37, 1982/1983, No. 6, pp. 25-26.

A young child admitted to hospital gets into a demanding life situation. He or she is seperated from the family, subjected to frustrations and stress situation, forced to adjust himself /herself/ to the new environment. Moreover, the child's nervous system is weakened due to the effect of illness. This is why it is necessary to humanize the environment, i.e. to approach the child's whole personality, not only to treat the illness. Nursery schools set up in hospitals help to do this. They provide mostly short-time educational care in a scope limited by therapeutic and hygienic measures. Another task of these nursery schools is to provide psychotherapy, to facilitate the children's adjustment to the hospital environment, thus preventing the development of hospitalism and supporting the process of healing as well as preventing possible mental disorders.

hospitalism, nursery school; 140900

151. PETÁKOVÁ, M.: Péče o cikánské děti v předškolních zařízeních, /Care for Gipsy children in preschool child care facilities./

Předškolská výchova, 38, 1983/1984, No. 2, pp. 19-20.

A survey of care for Gipsy children was made in preschool child care facilities in all regions of Czechoslovakia in the year 1982. It concentrated on ascertaining the numbers of these children in preschool child care facilities, staff and material conditions, cooperation between nursery school and Gipsy families and the level of educational work with Gipsy children. The results of educational work are influenced considerably by the degree of cooperation between the respective nursery school and Gipsy families. This necessitates individual talks of the teacher with the parents and visits to families. Better results are achieved in educational work in boarding-type nursery schools where there is more opportunity to influence the child continuously and in cases of children that attend these facilities regularly for longer periods. Individual approach to these children is more difficult in groups comprising many children. The North Moravian Regional Educational Institute prepared additional methodological materials to help nursery school teachers working with these children. The West Bohemian Regional Educational Institute prepared a demonstration of educational work with a group of Gipsy children in a nursery school in Cheb.

Gipsy child, care, nursery school; 141325

152. SMÝKAL, J.: Speciální učební pomůcky na mateřské škole pro nevidomé. /Special teaching aids used in the nursery school for blind children./

Otázky defektologie, 25, 1982/1983, No. 6, pp. 245-248.
5 photographs.

The author describes climbing and crawling structures installed in the garden of a nursery school for blind children. Besides the usual climbing structures made of metal pipes, these include various structures made of thick tree trunks as well as unit-build sets of panels for crawling through forming labyrinths.

The variable nature of these special structures is an amusing means used for reinforcing stereotyped and dynamic sets of motions. Climbing structures and labyrinths of this kind motivate blind children of preschool age to various kinds of play and contribute to the development of their physical fitness and courage for independent movement.

special education, special education of blind children, child; 144363

153. SHCHERBAKOVA, Ye. - SHCHERBAN, L.: Matematika v malokomplektnom detskom sadu. /Mathematics in a single-class nursery school./

Doshkolnoye vospitaniye, 1983, No. 10, pp. 15-21. Cont.
6 tables.

The authors describe an educational experiment that was made with the aim of studying the organization of activities aimed at developing mathematical ideas in a single-class nursery school. Its aim was to find out the most suitable ways of organizing the activities in mixed-age groups of children. A comparison of results obtained for various ways of organizing these activities shows that the most suitable way is to plan the respective activity for the whole group at the same time and to differentiate. There are various variants: For example, the respective activity starts for all subgroups at the same time and ends gradually, in keeping with how long the individual subgroups are occupied with the respective activity. The individual subgroups may also join the activity gradually and end at the same time. It is possible to occupy all children with the same activity or with various activities /it is possible to add drawing or modelling/. Tables attached to the article show these variants. The specific nature of work with a mixed-age group requires accurate observation of the children's knowledge and skills which is enabled by individual work with them. The use of didactic games and play increases the effectivity of instruction. The selection of didactic materials and determination of the length of the activity with them are important as idle intervals should be avoided in the course of activities. Detailed descriptions of activities are given for four weeks in September.

mathematics + idea, development, nursery school;
142961

154. Vospitaniye detey v sredney gruppe detskogo sada,... et al. /The education of children in the middle group of nursery school./ 2nd updated edition.
Moscow, Prosveshcheniye 1982.
Reviewed by: Kamalina, L.: O vospitanii detey srednego
doshkolnogo vozrasta. /The education of
the middle group of nursery school children./
Doshkolnoye vospitaniye, 1983, No.10,pp. 69-70.

This publication is designed primarily for nursery school teachers. It contains the following chapters: 1. The child's development. 2. Daily routine and the organization of children's lives. 3. Play /this chapter contains the following subsections: Didactic games and dramatizing play, Subject-oriented games, The forming of friendly relations in the course of play, Play with building sets, Play with natural materials/, 4. Getting acquainted with the nature, 5. Instruction in the course of activities, 6. The shaping of basic mathematical ideas, 7. Art activities and modelling.

education, child, nursery school; 142961

3.3 Educational and teaching programmes

155. ABRAMOVA, O.: Shestiletki za partoy. /Six-year-olds at school desks./

Semya i shkola, 1983, No. 7, pp.18-20.

In the school year 1981-82, experimental transfer grades /zero grades/ and nursery school transfer groups were set up in all Soviet republics. Thousands of children began to learn since the age of six. Rooms for instruction as well for children's sleep and play were prepared for experimental grades. Children attending these grades get instruction in the extent of four lessons a day, each lesson lasting 35 minutes.

There is a break for physical exercise in the middle of each lesson. There is some dynamic activity between the second lesson and the third one, mostly in the form of outdoor games for 40 minutes. When the lessons are over, the children get their lunch. Lunch is followed by sleep for an hour and a half or two hours, tea, play and a walk. There are no lessons on Saturday. The school year is shorter by two weeks than for other grades /32 weeks/. There is a week's holiday in February. The subjects are the same as at school - the mother tongue, mathematics, art education, music and singing, physical education. Besides, there are activities aimed at making the children familiar with the surrounding world and an activity designed as work education. The children use textbooks and exercise books like at school. However, they do not get marks. The teacher evaluates their work verbally. The results of two years of experimental instruction show that the children master the requirements laid down in curricula successfully in places with suitable conditions for instruction as well as for rest. Problems that remain to be tackled include school meals similar to those in nursery schools, the daily routine in an incomplete school and the like. The experiment is followed by the national education authorities, scientific workers, physicians, methodologists. It will be pursued on a wider scale. When six-year-olds that started to learn in 1981 leave school, the results will be evaluated and a decision will be made concerning mass instruction of six-year-old children and transition of the primary school to a five-day teaching week.

transfer grade, nursery school, the Soviet Union; 142953

156. AGAZZI, A.: La polemica dell' obbligatorietà e della elementarizzazione del quinto anno di età: i veri problemi. /Polemics over compulsory nursery school attendance since the age of five and the introduction of elementary instruction in nursery schools - real problems./

Scuola materna, 70, 1982/1983, No. 2, pp. 99-101.

The author criticizes sharply the principle of uniform and binding form of compulsory preschool preparation for school /elementary instruction/ in preschool child care facilities, defending education based on the needs of the child, with very general binding rules and a considerable freedom of the educator /enabling him or her to adjust the standards and binding rules to the needs of the child care facilities and, primarily, to the needs of children/.

nursery school, transfer group, preparation for instruction; 142953

157. BARBOUR, N. H. - PEASE, D.: Preparation of early childhood teachers.

Childhood Education, 60, 1983, No. 5, pp. 303-305.

This is the standpoint of the International Association for Early Childhood Education to the preparation of early childhood teachers. This standpoint makes clear the demands made by this profession on the teacher's personality with respect to education and character traits. The duties and the ethics of the teaching profession are expressed here, too.

teacher, nursery school, education; 142303

158. CARDOVÁ, J.: Oblast jazykové výchovy. /The sphere of language education./

Predškolská výchova, 37, 1982/1983, No. 9, pp. 8-9.

A complex analysis of the programme of educational work for nursery schools showed the necessity of minor changes in the programme in the sphere of language education, namely the necessity to formulate the tasks more clearly and more precisely, to adjust the continuity and gradation between the individual age groups, to re-assess demands and tasks. Language education is an integrating element, penetrating all other elements of education. Its tasks are mostly of contimuous nature and must be fulfilled simultaneously. It is not possible to demand gradation at any price as required in some suggestions. The programme will distinguish between long-term tasks for the teacher and target tasks for the children. The total number of tasks has been decreased, thus enabling the teacher to concentrate on the most important ones. Some parts of more or less methodological nature have been left out and will be included in a methodological handbook that is planned to be published.

language education, nursery school; 142959

159. GILABERT, H.: Les enfants de 2 à 4 ans à l'école maternelle. /Two- to four-year-olds in the nursery school./

Paris, Armand Colin-Bourrelier 1983.
Reviewed in: L'école maternelle française, 1983/1984,
No. 2, p. 10.

The book is designed for nursery school teachers working with the youngest children. It sums up the knowledge of the child's physical, emotional and cognitive development between two and four years of age. It brings concrete advice for educational work /planning, the choice of materials, classroom furnishing/ that should help to create conditions for the full development of the child's personality.

early childhood, education, France; 142900

160. How to choose a good early childhood program ?

Young Children, 39, 1983, No. 1, pp. 28-32.
2 photographs, 4 refs.

The article informs about the new edition of the information booklet for parents aimed at making them acquainted with possibilities of choosing programmes for public early childhood education. The booklet has been published by the National Association for the Education of Young Children.

child,early childhood, family, educational care;
142723

161. IVANOVOVÁ, L.: Analýza nového pojetí institucionální předškolní výchovy. /An analysis of the new conception of institutional early childhood education./

Zdravotnická pracovnice, 33, 1983, No. 6, pp. 347-351.

The culmination of the whole development of socialist early childhood education in Czechoslovakia is its new conception that is reflected in the introduction of the new programme of educational work for crèches and nursery schools. Continuous verification of the effectiveness of the new programme for several years and continuous processing of the results obtained have made it possible to analyze the present-day state of educational work in crèches. The continuity and comprehensiveness of educational work in the crèche, in the nursery school and in the family has been evaluated positively. The level of educational work has increased in crèches after the gradual introduction of the programme. The contents and methods of educational work have become more varied and more deliberate. However, some critical voices could be heard especially with respect to the child's daily routine in the crèche and to the organization of the day. These critical comments are studied by a special working group set up by the Ministry of Education of the Czech Socialist Republic with the aim of preparing the necessary changes in the programme of educational work.

educational care, crèche, nursery school, analysis;
140103

162. JÍROVÁ; Z činnosti sekce zvláštních mateřských škol ve školním roce 1982/83. /Activities of the section of special nursery schools in the school year 1982/83./

Otázky defektologie, 26, 1983/1984, No. 2, pp. 82-83.

The article contains conclusions that followed from the verification of tasks laid down in the provisional curriculum. The verification of tasks took the form of visits to special nursery schools in Prague in the course of intellectual, physical and art education.

special education, nursery school; 144351

163. KIN, J.: Deuxième année maternelle, les enfants de 4 ans. /The second year in the nursery school - four-year-old children./

L'école maternelle belge, 1982/1983, No. 3, pp. 105-110.
6 figs.

The article treats in detail a part of the educational programme, namely the topic "Listening". It contains conscious perception of sounds of varying intensity, auditory perception exercise, sound imitation and breath exercise. This is followed by sound games described in the book "Let's play with sounds" /Paris, F. Nathan/, group playing of musical instruments and the like. The children learn to distinguish sounds in the nature and to "listen to silence".

music education, nursery school, France; 142983

164. KOČIŠ, F.: Jazyková výchova. /Language education./ Predškolská výchova, 37, 1982/1983, No. 9, pp. 5-7.

The author discusses the results of a complex analysis of the educational programme for nursery schools. The basic tasks of language education in nursery schools do not change. Like before, attention is paid mainly to the extension of vocabulary in connection with getting to know the surrounding world. Instructions concerning the relation between the literary language and dialects have been extended.

language education, nursery school; 142959

165. LAUNEROVÁ, Z. - VRANOVÁ, Z.: Tretí rok realizácie výchovnej práce v jasliach. /The third year of implementing the programme of educational work in crèches./ Predškolská výchova, 37, 1982/1983, No. 5, pp. 2-4.

The third stage of the verification of the programme of educational work in crèches comprised the whole territory of Czechoslovakia. Pieces of knowledge and experience were gained from methodologists, regional psychologists and educationalists and from head nurses from forty child care facilities. The results show that, in spite of shortcomings in the staff qualifications and in the material equipment of crèches, these facilities work in keeping with the new programme that fulfills its function as a significant basic material. The educational workers and methodologists have mastered the necessary knowledge and are able to judge correctly and solve problems facing them in their everyday practice. The tasks laid down in the new programme can be fulfilled, they are a contribution for the educational work in crèches, they satisfy the children's needs adequately and motivate the staff to more effective work. Since the year 1982, a new system of planned educational work has been used after verification in instruction crèches. Printed blanks used now for monthly plans will secure adequate selection of tasks in all components of education. Accordingly, the questionnaires to be filled in by parents and children's input and output evaluation sheets have been changed.

crèche, education + process; 140103

166. MACH, M.: K úspěšné činnosti v předškolní výchově,
/Successful activity in early childhood education./
Predškolská výchova, 37, 1982/1983, No. 7, pp. 2-3.

By the end of 1982, the number of children attending nursery schools represented 90.2 p.c. of the population group of three- to five-year-old children. Almost all five-year-old children get the opportunity of attending nursery schools and thus eliminating the differences in the level of preparation for school. A new programme of educational work has been in use since September 1st, 1978. In the year 1981, a working group consisting of workers of both national ministries of education, educational research institutes, other institutions and representatives from the practice was set up to evaluate the effectiveness of educational work according to the new programme. The data obtained confirm the theoretical premises that formed the basis of the new programme. The survey they conducted showed the necessity to stress individual approach to children, to secure sufficient time for play. The programme of educational work undergoes some changes now so as to meet fully both present-day and future demands. It is planned that methodological handbooks will be issued for the individual parts of communist education.

early childhood education, nursery school; 140103

167. OKASOVÁ, H.: Výtvarná výchova. /Art education./ Predškolská výchova, 37, 1982/1983, No. 11, pp. 6-7.

The complex analysis of the programme of educational work has evaluated positively that the section called Plenary and spatial creation and building has been included in art education. It is a contribution for the development of aesthetic perceptiveness and spatial imagination. The adjusted programme mentions topics only in general. Their concrete selection depends on the teacher - she should choose topics that are near to the children, to which they have emotional relations. Attention is paid to technique and to the development of skill of means of developing the graphic type and increasing the level of the child's artistic expression. A clear graphic layout enables quick orientation in the individual age groups, check of the knowledge gained earlier, the children's skill and habits.

art education, nursery school; 142985

168. ONDRUŠKOVÁ, E. - HRUŠKOVIČOVÁ, L.: Rozvíjanie matematických predstáv. /Developing mathematical ideas./ Predškolská výchova, 37, 1982/1983, No. 9, pp. 10-11. 1 photograph.

On the basis of a complex analysis of the new programme of educational work, the part comprising the developing of mathematical ideas has been divided into three sections that are interlinked logically: experience and ideas connected with the concept of sets; spatial imagination; the first clear idea of numbers and rules of arithmetic. The tasks of the two sections are fulfilled by the teacher continuously whereas the third one is introduced only when the children have mastered the tasks of the first two sections. There will be a graphic difference between long-term tasks of the teacher and target tasks for the children.

mathematics + idea, development, nursery school; 142961

169. Piano di lavoro annuale. /Yearly work plan./

Scuola materna, 70, 1982/1983, No. 1, pp. 26-29.
13 figs.

The plan of the nursery school of "the Agazzi sisters" in Mompiano is remarkable as it introduces a number of new didactic solutions of problems faced in early childhood education. Interaction is taken into account consistently in various activities, special "corners" or "laboratories" are set up for various kinds of children's activities.

early childhood education, didactics; 142900

170. ROUBÍČKOVÁ, Z.: Studujeme v mateřské. /Study in the nursery school./

Rodina a škola, 30, 1983, No. 1, p. 3.
1 photograph.

This is an interview with PhDr. Anna Keřková from the Ministry of Education of the Czech Socialist Republic about the implementation and effectiveness of the new concept of early childhood education in nursery schools. A complex analysis of the new programme of educational work has confirmed its feasibility, justification and correct orientation. It has been observed that work with children is good according to the new programme - it stresses their spontaneity, independence, initiative, it respects their possibilities. An increase has been observed in the children's intellectual level, their creativity, their independence in solving tasks, an improvement is noticable in their behaviour, mutual relations, work habits and the habit of self-reliance. Some shortcomings could be observed in the graphic expression of children. The total evaluation of the new concept shows the necessity of cooperation between nursery school and family especially in the sphere of language, moral and work education.

educational care, nursery school, analysis; 140103

171. SARVER, M. L.: 10,000 CDAs.... caring for children.
Childhood Education, 60, 1983, No. 3, pp. 154-156.
I photograph.

The author informs about the extension of the Child Development Associate Program that has spread over a period of ten years to over ten thousand child development centres working according to the programme under the guidance of specialists.

centre, care, child, world; 141900

172. STRNADOVÁ, K.: Hudební výchova. /Music education./
Predškolská výchova, 37, 1982/1983, No. 11, pp. 4-5.
2 photographs.

Proceeding from the results of a complex analysis, the programme of music education was checked with respect to demands made on the pupils in different kinds of music activities. The curriculum of music education remains divided into four mutually interlinked music activities, singing, dancing, instrument playing and listening. Listening to music has been elaborated in more detail, the aim being to develop the children's musical ear more consequently, to perfect the discrimination and to intensify auditory perception.

music education, nursery school; 142983

173. STRNADOVÁ, K.: K novému pojetí estetické výchovy.
/The new concept of aesthetic education./
Predškolská výchova, 37, 1982/1983, No. 11, pp. 3-4.

A check of the implementation of the newly conceived aesthetic education in the programme of educational work has shown a number of positive trends that indicate new possibilities of developing the child's personality. The shortcomings found consisted mainly in the formal aspect of the programme. Adjustments that have been made unify the whole programme. The contents have been shortened and arranged clearly.

aesthetic education, nursery school; 142963

174. SHIBAYEVA, A.: Rukovodstvo vospitatelnoy rabotoy.
/Control of educational work./

Doshkolnoye vospitaniye, 1983, No. 6, pp. 27-32.

The author describes experience with educating very young children in a crèche-cum-nursery school. Individual plans of work that are prepared for children between three to four months of age and one year contain educational tasks, play and activities and the names of children with whom these activities are performed. Plans for seven-, eight- and nine-month-olds are shown for illustration. Plans for three-month periods are prepared for children between one and three years of age on the basis of curricula /an example is given/. The neuropsychological development is followed with respect to the following indices: 1/ level of activity and independence in feeding, dressing, washing and in play; 2/ how long the child keeps doing a particular activity, which activities he prefers, how he handles toys /and materials for art education - this applies to two-year-olds/, motor activity; 3/ level of speech development; 4/ sensory development; 5/ level of relations to peers and to adults. The author also gives an example of how work is divided between the nurse and the child minder in the group of the youngest children. The article contains a description of the work duties of both in the course of the whole day, from seven in the morning till seven in the evening.

education + child, crèche; 142900

.175. ŠTĚPÁNOVÁ, P.: Zkušenosti s novou koncepcí u ústavních kojenců a batolat. /Experience gained with the new conception of care for institutionalized sucklings and toddlers./

Predškolská výchova, 37, 1982/1983, No. 8, pp. 22-23.
3 photographs.

Whereas the crèche represents a supplement and enrichment in the life of a child that has his permanent position in a family, infant homes are the only substitute for the non-existing family background. Problems met in crèche education differ somewhat from those faced in infant homes. What is common are problems of working days, since the morning till the afternoon. Evenings, nights and weekends bring problems quite different from those arising in the crèche; the problem is not only round-the-clock operation, these periods are the most sensitive spot of institutional education. The new conception has brought a number of stimuli, it means an enrichment of children's lives. However, it is not sufficient to enrich the lives of institutionalized children with interesting activities. What is needed is a permanent qualitative change in the treatment of children. The only regular way of treating the children should be the form of "rituals". The ritual of feeding, bathing, dressing and the like makes it possible to realize, in the most natural form, elements of motor education, intellect education, moral education and others practically since birth.

suckling + children's home, education; 142700

176. Uchatsya shestiletki. /Six-year-olds learn./
Semya i shkola, 1983, No. 1, pp. 2-6.
7 photographs.

The material entitled "On the main directions of economic and social development of the Soviet Union in the years 1981 - 1985 and in the period till 1990" mentions the necessity to create prerequsites for a gradual transition to the instruction of children since the age of six. Certain experience was gained in a number of union republics where schools in bilingual environment began to prepare six-year-old children for the learning of Russian in preparatory classes. Besides, there is some experience with teaching six-year-old children in transfer groups of nursery schools. The question is what is more advantageous for the children, whether instruction at schools, in preparatory or zero grades, or in transfer groups of nursery schools.

One of the schools in Pushchino in the Moscow district has been conducting experimental work for more than ten years. At first, the task was to check the effectivity of teaching six-year-old children by traditional methods according to the normal curricula used. It soon turned out that the contents and methods of instruction needed adjustment with respect to the age peculiarities of six-year-old children. Approximately 60 p.c. of instruction time is devoted to the mother tongue and mathematics in preparatory grades. The methods of instruction are similar in many respects to those used in nursery schools. School and preschool methods intermingle. The instruction of six-year-old nursery school children has been carried out for several decades.

The basis of this instruction is the following theses: Nursery school children not only acquire concrete knowledge, skill and habits but they also develop intellectually, morally and socially. The art abilities of children and their emotionally volitive qualities develop. Methods of work are aimed at maximum utilization of the psychophysiological possibilities of each stage of development. For instance, the curriculum of aesthetic education is more demanding and more effective than at schools. The main aim of instruction is to give the children not only certain amount of knowledge but to develop comprehensively their intellectual activity, their interest in the world that surrounds them.

The experiment aimed at ascertaining the possibilities of teaching six-year-old children at schools and in nursery schools is still going on.

instruction, child, nursery school; 142953

177. WEINBERG, R.A. - FISHAUT, E. H. - MOORE, S. G.;
The center for early education and development. An innovation in higher education.

Young Children, 39, 1983, No. 1, pp. 3-9.

This is information about the newly established centre for early education and development that has become the base for a new, untraditionally conceived system of higher education for workers in the sphere in early childhood education. The centre is organized as a voluntary association of university teachers, students and specialists preparing various programmes and working on various research tasks, preparing educational programmes, aids and materials. The aim is to concentrate interested people and professionals, to develop research and disseminate knowledge in the sphere of early childhood education.

centre, early childhood education, Great Britain; 142900

178. ZÁTOPKOVÁ, M.: Pracovní výchova a její využití.
/Work education and its use./

Predškolská výchova, 37, 1982/1983, No. 10, pp. 7-8.

A complex analysis of the programme of educational work showed tasks in the sphere of work education, namely the necessity to formulate tasks more precisely and, where possible, to separate binding requirements from recommended ones; to secure gradation of tasks. The division into spheres of activity remains the same but the contents are specified separately. Thses are: self-attendance, cleaning and tidying up, work with technological materials and with natural materials, building, growing plants, rearing animals, work for public welfare. There will be a change in that long-term tasks for the teacher will be separated from target tasks for the children.

work education, nursery school; 142965

179. ZEMANOVÁ, I.: Několik připomínek k mravní výchově.
/A few notes on moral education./

Predškolská výchova, 37, 1982/1983, No. 10, pp. 4-6.

It follows from a complex analysis of the programme of educational work that the sphere of moral education has been covered functionally both from the viewpoint of form and content. In practice, however, the whole system of educational work is not imbued sufficiently with moral education. The specific structure of moral education remains in the programme without changes, containing the forming of the child's relation to his self, developing the rudiments of collective relations, developing the principal character traits, developing basics of education for socialist patriotism and internationalism. Moral education must penetrate the whole system of nursery school education. It is necessary for the teachers to seek sources of natural instruction and stimuli for consistent and systematic moral development of the child, for the shaping of his personality in the course of the child's stay in the nursery school, in the course of all activities, in any everyday situation.

moral education, nursery school; 142957

180. ZIGOVÁ, E.: Literárna výchova. /Literary education./
Predškolská výchova, 37, 1982/1983, No. 11, pp. 8-9.

The prógramme of educational work used hitherto specified the contents of literary genres generally, there was a lot of space left for the teacher to apply her taste and to adjust the work to individual peculiarities of children. In practice, however, the teachers chose tasks that were too demanding for preschool children. This is why the programme changed on the basis of a complex analysis lays down the aims and tasks in more detail, with more precision. The choice of literary genres has not changed in principle, only legends have been left out as they turned out to be too demanding for preschool children, and work with educational fiction has been included instead. A new part of literary education has been included, namely the familiarization of children with dramatic art and dramatic expression of ideas as the culmination of the whole aesthetic education in the children's own dramatizing play. Stress is laid in all spheres of literary education on developing an active relation of children to literature, to illustrations, to children's theatre and film.

literary education, nursery school; 142981

3.4 Cooperation between preschool facilities and other institutions and the public

181. ČERNÁ, M.: Hovoříme s rodiči mentálně postižených. /Talks with the parents of mentally handicapped children./

Rodina a škola, 30, 1983, No. 8, p. 9.

The article informs about a serial programme called "Helping the parents of mentally retarded children" that was prepared by the Czechoslovak Radio and broadcast by the Vltava station since October 1982 till June 1983. However, the column called "Talks with the parents of mentally handicapped children" will remain in the magazine "Rodina a škola" /The family and the school/ and readers contributions, their suggestions and inquiries are welcome.

oligophrenia, child; 144361

182. KARIMOVA, R.: *Doshkolnoye vospitaniye v sisteme ministerstv i vedomosty.* /Early childhood education in the system of ministries and departments./

Narodnoye obrazovaniye, 1983, No. 4, pp. 102-103.

This is information about a conference that dealt with the topic "Tasks of the further development and improvement of early childhood education in the spirit of the resolutions of the 26th Congress of the Communist Party of the Soviet Union". Stress was laid on staff cooperation with parents and on cooperation of early childhood facilities with primary school.

early childhood education, science + gathering, the U.S.S.R.; 140113

183. SVOBODOVÁ, H.: *Mentálně postižené dítě a ústavní péče.* /A mentally handicapped child and institutional care./

Rodina a škola, 30, 1983, No. 6, p. 11.

This is advice to parents on how to raise a mentally handicapped child. The author points out a number of educational problems and family complications that accompany the existence of a handicapped child in the family. If the family contemplate the placing of their mentally handicapped child in a home,an educational facility or an asylum, the child must be prepared sufficiently for the change. Stress is laid on unity of the educational efforts of the parents and the facility that takes care of the child.

oligophrenia, child; 144361

4. EDUCATORS OF PRESCHOOL CHILDREN

4.1 Parent, family

184. Auta, rodiče a děti./Cars, parents and children./
Děti a my, 13, 1983, No. 3, p. 22.
1 photograph.

The problem of family outings in a car are discussed. Car trips should primarily bring rest for the whole family and become one of the means of widening the horizons. A trip like this should strngthen family ties; it should respect the physical possibilities of all its members. Stretching the whole body and a run should be included. The most beautiful trips are those that combine harmoniously the interests of children and their parents. The car may facilitate such trips and make them more comfortable but the opposite may be also true. A ride should be a welcome remuneration for the little ones as well as for the adults but the value lies more in good human relations than in the sum of material expenditures that we make.

child, parents, trip; 142705

185. BORIS, K.: Dítě v mateřské škole. /A child in the nursery school./

Rodina a škola, 30, 1983, No. 5, p. 11.

The author of the article, a graduate in psychology, gives parents advice regarding the everyday departure of a preschool child from home to nursery school. The morning leaving /as well as the afternoon return/ should be smooth, without sadness, tears or aggressiveness. The parents should realize that their hurry, restlessness and nervousness pass very easily to their child. They should also realize that a too long stay in the nursery school /for ten to twelve hours a day/ is not good for their child. The child needs intimate contact with his family and spontaneous play at home.

parents, child, education; 142705

186. BOUVE, F.: *Des parents animent une bibliothèque d'école.* /Parents help the school library./

L'école maternelle française, 1982/1983, No. 9, pp. 1-2.

The article discusses cooperation between family and nursery school in the sphere of children's literature. The author describes how a library was set up in a nursery school thanks to the initiative of mothers interested in children's literature. The library makes children acquainted with literature, children get advice on the choice of books, they can borrow books and take them home. The library is run by mothers, who are guided methodologically by the headmistress and teachers of the nursery school. Their activity is geared to enrich the children's lives.

children's literature, nursery school, family;
142981

187. GAVRILENKO, O.: *Rebenok i roditeli.* /The child and the parents./

Doshkolnoye vospitaniye, 1983, No. 10, pp. 46-48.

Causes of the child's disturbed, abnormal behaviour may vary. Most frequently, they are the result of incorrect relations in the family or with respect to the child. Experiments have been made to classify types of education that lead to the child's asocial behaviour. These are excessive care that manifests itself in lenient attitude, or strict, suppressing upbringing. Various combinations are possible. Thus, for instance, education characterized by tender relation with simultaneous limitation of freedom develops in the child character traits such as dependence, subordination, reserve. Strict supervision combined with little or no interest in the child brings reserve, conflicts, asocial traits. Affection combined with sufficient freedom conditions activity, friendliness, makes it easier for the child to accept the role of an adult. The child's position in his family should be checked so as to eliminate undesirable influences. It is the parents' duty to understand their child, to direct his development and to satisfy not only their own wishes. This necessitates that the parents should understand themselves.

family, child, education; 142707

188. HORÁK, K.: Nenahraditelný význam času, který rodiče věnují dětem. /The irreplaceable importance of time devoted by parents to their children./
Rodina a Škola, 30,1983, No. 12, p. 5.
1 photograph.

This is the author's contribution to the discussion at a seminar on some problems of communist education in the family that was organized by the magazine Rodina a škola. The author points out an unfavourable present-day phenomenon, namely the lack of time parents devote to the education of their children. He states that young couples with children below the age of ten build intensively the material background and try hard to reach and strengthen their professional positions, their careers. All this takes a lot of time of both parents and it consumes their energy. Young parents are sometimes not able to distinguish correctly between what is important for life and the ballast of consumer worries and endeavours. They do not find time to play with their children, to be interested in their joys and worries. Being with the children is not the same as living with them. Further, the author states that all workers in the sphere of adult education should think over suitable forms and means of influencing young parents with the aim of eliminating this negative trend. The family should give the children a model of exemplary human relations and richness of emotional life.

family, child, communist education; 142785

189. KEESHAN, B.: Families and television.

Young Children, 38, 1983, No. 3, pp. 46-55.
2 photographs, 2 refs.

This is a reflection of an experienced worker in the sphere of television programmes for children, who discusses the sociological consequences of television and its effects on the family. He is of the opinion that television is often misused to replace natural human relations. He states that almost 60 p.c. of children have mothers in paid employment but only one out of twenty is taken care of by some educational facility, the others are left on their own with keys hanging round their necks or in front of T.V. The consequences are highly warning: violence, sexual abuse and crimes committed by children and young people. Television cannot replace the family and its ethical influence, not even with the best programmes, and the educators are not omnipotent. The author gives examples of successful educational programmes /e.g. Captain Cangaroo that had over several hundred episodes/. He also describes cases in which television accelerates the child's development unsuitably by enabling him to watch what he should not see, thus shortening the childhood period unnecessarily. He calls for an improvement of this disconsolate state.

television, effect, family, education; 142703

190. KRACÍK, J.: Máte dítě v nemocnici ? /Is your child in hospital?/

Rodina a škola, 30, 1983, No. 5, p. 5.

The author advises parents on how to behave when they visit their child in hospital. The parents' visit should stress the child's intimate relation to his family, it should give the child a pleasant, joyful feeling. In the course of their visit, the parents should discuss with the child what he is interested in, what happens at home. The child should have the feeling of belonging to the family. Besides, the parents should explain to their child in a way adequate to his age what medical help will be given to him. They should neither stress the unfavourable details nor should they conceal some unpleasant aspects connected with it. It is necessary to evoke an equanimous, optimistic attitude towards the future.

illness, child, family; 142955

191. KRACÍK, J.: Rodina a hospitalizované dítě. /The family and the hospitalized child./

Rodina a škola, 30, 1983, No. 2, p. 11.

This is advice to parents on how to prepare their child for a hospital stay. Information is given about some temporary, sometimes even permanent mental disorders that accompany the child's stay in hospital and survive sometimes even after the return back home. Prior to hospitalization, the parents should spare their child the unpleasant states of surprise and anxiety by preparing him properly for hospital stay. In the author's opinion, this preparation includes primarily a democratic style of education, positive attitude to health care institutions, physicians and treatment, an explanation of the reason for hospitalization and joint initial stay of the parents with their child in hospital.

hospitalism, child, 142705

192. MARHOUNOVÁ, J.: Děti nových rodičů. /The children of new parents./

Děti a my, 13, 1983, No. 4, pp. 17-18 and 23-25.

This is information about forms of surrogate family care /sucklings' homes, children's homes, adoption and foster care/ and about problems of adoption. A counselling centre for surrogate family care was set up in Kolín for the Central Bohemian region seven years ago. Its activities concentrate in two basic spheres - the examinations of adults wishing to take children into their care and examinations of children that can be placed in surrogate families. In all, records are kept of 476 adopted children and follow-up checks are made of 51 children consistently since adoption till the age of six. Problems connected with the adoption of a child are discussed. In an interview, Mr. J. Opočenský, a psychologist and the head of the counselling centre for surrogate family care in Kolín, explained what must be done by a married couple wanting to adopt a child or to take care of a child. A characterization is given of three basic prerequisites of adoption. These are: 1. Adoptive parenthood is valuable but it is not natural parenthood. It is necessary that the parents accept the fact of adoptive parenthood and enable the child to accept the fact that he is an adoptive child. /Adoptive parenthood is valuable by being mature, planned and wanted./ 2. Even one's own child may be born with a minor physical handicap or with some mental imperfection. The same applies to an adoptive child, who may not be 100 p.c. perfect. In this respect, the expectations of adoptive parents should be lower and this will enable both them and their adoptive children to live better. 3. The child must be accepted not only by the new parents but also by the whole wide family. This will help the child to take deep root.

family + law, adoption; 142700

193. MONACHOV, N. I.: Rodiče jako vychovatelé. /Parents as educators./

Rodina a škola, 30, 1983, No. 12, pp. 1, 4.
1 photograph.

This paper was read at the seminar devoted to some problems of communist education in the family. The seminar was organized by the editors of the magazine Rodina a škola on the occasion of the 30th anniversary of its foundation. The paper deals with the importance of parental influence in the upbringing of their child and outlines present-day problems faced in family upbringing. Parents are given advice on how to bring up their own children. The necessity of the parents'se self-education is stressed as the basic prerequisite of the success of their educational effort.

family, child, communist education; 142705

194. NOVÁK, T.: Náhradní rodinná péče. /Surrogate family care./

Děti a my, 13, 1983, No. 2, pp. 9-10.

The problems of adoption and surrogate family care are discussed. About five thousand children are placed in surrogate families in Czechoslovakia every year. There are two basic forms of surrogate family care. The present form of foster care was enacted in June 1973. The selection of suitable adoptive parents is made centrally within the framework of each region on the basis of an application handed in to the child care section of the social welfare department of the national committee /local authority/ and on the basis of a thorough social, medical and psychological examination. The waiting time is shorter in cases of foster care than in cases of adoption. There are children that cannot be adopted for numerous reasons /health problems, problematic hereditary outfit etc./. In some cases it is impossible to exclude contact of the child with his consanguineous parents although the law protects foster parents and their foster children against unsuitable interference of the natural parents. The state gives 650 to 750 Kčs /Czechoslovak crowns/ for every child in foster care and the foster parents get a remuneration of 200 Kčs a month /besides , they also get tax reductions, and child benefits/. According to the amendment to the Family Act of 1983, it is possible to adopt a child after a period of six months in which the child's parents show no interest. The same applies to foster care. The main aim of surrogate family care is to give the child emotional background, to give him security in relation to adults, love for parents or for those who replace them - to give the child a real home.

family + law, adoption; 142700

195. STOLÍNOVÁ, J.: Novelizace zákona o rodině. /An amendment to the Family Act./
Československá pediatrie, 38, 1983, No. 5, pp. 293-294.
3 refs.

Act No. 132 of 1982 that came into force in the Czechoslovak Socialist Republic on 1st April, 1983 changes and amends the Family Act. It contains changes concerning the adoption of a child, entrusting the upbringing of children to the care of other persons than the parents, extended possibilities of ordering institutional education, the denial of fatherhood in relation to a child born as a result of artificial fertilization, sustenance contributions and decisions concerning sick child attendance benefits.

family + law, act, Czechoslovakia, 1983; 142701

196. ŠVANCAR, Z.: Znáte své dítě ? /Do you know your child ?/

Rodina a škola, 30, 1983, No. 7, pp. 4-5.
9 figs.

The article contains questions for parents concerning the case history of their child. Correct and incorrect answers to these questions are then evaluated according to an attached evaluation scale. Further, the article contains didactic games and tasks for younger school children that can be solved only in cooperation with adults.

family, child, education; 142719

197. VANČUROVÁ, E.: Dovolená s dětmi. /A holiday with the children./

Děti a my, 13, 1983, No. 2, pp. 3-4.
2 photographs.

The article contains advice to parents on how to spend the holiday with their family in the best possible way. Young children living in towns should spend the holiday with their parents in the country, in the mountains, in a wooded country or near some river, lake and the like. Children of this age need a lot of movement, they should not be burdened with too long travelling, forced to inspections of castles and mansion-houses, to long hikes. They can observe interesting things in the nature /the movements of the sun, shades, a nearing storm/. Contact with the nature offers the child a lot of knowledge and emotional enjoyment. Attention should be paid to the child's need to be with his nearest ones, to belong to them and to have them, to be recognized and heard by them, to be caressed by them, to talk with them, to ask them. An older child spends more time without his family /camps, sports meetings and stays/. An older child can bear more and does not react so sensitively to climatic differences, he can make longer hikes, spend time sight-seeing unknown towns, his interests get nearer to those of adults, he wants to measure his strength with them. The main requirement of a well-spent holiday with the family is an understanding human environment surrounding the child, irrespective of where the child is - with his parents in a tent, in a factory-owned cottage near the town or in a luxury hotel at the seaside. The decisive thing is the attitude of parents and the place their child takes in their scale of values, to what extent their own life values include their stay together with their child, enjoying mutually one another and enjoying the feeling of belonging.

child, parents, holidays; 142705

4.1.1 Parenthood education, education of parents

198. ARNAUTOVA, Ye. - OSTROVSKAYA, L.: O pedagogicheskom prosveshchenii naseleniya. /Adult education in problems of education./

Doshkolnoye vospitaniye, 1983, No. 9, pp. 89-93.

The aim of adult education in problems of education is to embrace most parents of young children, regardless of whether their children attend nursery school. Forms of adult education are described in detail: 1/ University of knowledge of educational science and lecture centres. 2/ Film university or a film centre. 3/ Schools for parents. 3 4/ Readers' conferences on publications dealing with problems of education. 5/ Topic-oriented displays. 6/ Information bulletins. 7/ Open-door days in child care facilities. 8/ Parents' conferences. 9/ Consultations for parents on problems of education, family and matrimony in nursery schools, in housing offices and in factories. 10/ Libraries for parents set up in child care facilities. 11/ Nursery school children's performances at parents' conferences, in houses of culture, in clubs, in local and central broadcasts and in T.V. 12/ Talks of educationalists, physicians, teachers, lawyers, writers and parents broadcast on the radio and in T.V., published in the local and central press. With maximum utilization of cultural institutions, plant equipment and social organizations, it will be possible to provide adult education to as many parents as possible, to bring it nearer to their places of work and residence, to make it differentiated, varied and effective.

parenthood, adult education, the U.S.S.R.; 142719

199. COLANGELO, N. - DETTMANN, D. F.: A review of research on parents and families of gifted children.

Exceptional Children, 50, 1983/1984, No. 1, pp. 20-27.
56 refs.

The authors review research on the problems of relations between parents and their gifted children. They show that this problem had been underestimated till recently and that nobody dealt much with problems of parents with gifted children although they play an important role in the lives of their children. A gifted child is different, just like a defective child, he differs from the others and this worries the parents. Their child and they suffer socially sometimes due to this being different, they may be exceedingly ambitious or, on the contrary, distressed by their child's being different. There may be numerous conflicts between the family and the school as the intentions of the two educational institutions may differ considerably. Proceeding from research conducted so far, the authors point out the necessity to pay more attention to these parents of gifted children by integrating them partially into an educational programme and teaching them more demanding ways of treating their children.

gifted child, parents, school; 142705

200. CORBO, S.: Educare "con" la famiglia: perché e come. /Why and how to educate together with the family ?/ Scuola materna, 70, 1982/1983, No, 7, pp. 422-424; No. 8, pp. 488-491.
1 table, 1 ref.

The author proceeds from the central role of the family in the upbringing of the child and from the necessity to win the parents for cooperation with the staff of preschool child care facilities. Proceeding from a typification of the child's needs, the parents' needs and the specific educational needs of educators, he lays down the course of action: a talk with the parents to find out their attitudes and their interest in the study of their child; an analysis of the child's and his parents' attitudes shows the "educational risk" - various kinds of "pathogenic" educational influences of the family; this determines ways of influencing the parents.

child, family, nursery school, education, Italy; 142751

201. CHECHET, V. V.: Umeyem li my obrashchatsya s detmi ?
/Do we treat our children correctly ?/

Minsk, Narodnaya asveta 1983.
Reviewed in: Matveyevskiy, A.: Kak izbezhat konflikta?
Semya i shkola, 1983, No. 12, p. 51.

The publication is designed primarily for young parents without sufficient experience in the upbringing of children. The author recommends to think over the problem of "common language" with the children and to seek possibilities of correct, friendly and gentle behaviour that brings satisfaction both for the parents and for the children. He analyses a number of various situations that arise in families. The reader can compare these concrete, typical examples with situations arising in his or her family and think over his or her own behaviour in a similar situation.

family, education; 142705

202. GALLAGHER, J. J. - BECKMAN, P. - CROSS, A. H.:
Families of handicapped children: Sources of stress and its amelioration.

Exceptional Children, 50, 1983/1984, No. 1, pp. 10-19.
67 refs.

The authors analyze the situation of a family with a handicapped child and point out factors leading to stress arising out of this situation. These factors include the demanding increased care for the child, the feeling of isolation, injustice, the feeling of being excluded from the normal community and often also worries over the material provision for the child required by his or her handicap. Stress situations arising in these families may often lead to the separation of partners, thus leaving one of them alone with the child /mostly the mother/. The authors review research conducted in this sphere in the last decade. Simultaneously, they show ways of ameliorating this undesirable situation. The most important ones include professional cooperation with these parents by teaching them how to treat their children correctly, by integrating them into joint programmes for parents and by helping them to change their attitudes and to develop their own personalities with respect to the given situation. The paper is valuable also with respect to the extensive bibliography concerning the problem.

special education, child, education, family; 144300

203. HERFURTNER, R,: Mein lieber kleiner Plagegeist. /My dear little pest./

Spielen und lernen, 1983, No. 1, pp. 14-15.
2 photographs.

The author is one of the contributors to the new series of discussions dealing with problems of modern fathers. Being a writer, he works at home and this is why he cannot remain fully apart from the company of his daughter, who is one year old. He describes his dilemma, feeling torn between his work and the desire to be together with his child, a feeling experienced mostly by mothers only.At the same time he shows that, whenever possible, he prefers being with his daughter in the course of the day to his own work. He is of the opinion that time spent in the upbringing of one's own child is enormously important and useful.

child, father, education; 142705

204. HOFMANN, Ch.: Wieviel Zeit braucht mein Kind ? /How much time does my child need ?/
Spielen und lernen, 1983, No. 5, pp. 10, 12, 14, 16.
4 photographs.

Proceeding from an interview with a mother of four children, the author discusses the problem of dividing time in a suitable way between work for children in the household and time devoted exclusively to children, giving each of them the feeling that the mother devotes herself exclusively to him or her for some time. The author shows that the usual everyday rituals, such as meals or washing, can be changed into small family celebrations that help to strengthen and intensify the emotional ties. However, it is also necessary that the mother can find time only for herself, time in which she feels free from her parental duties.

child, mother, education; 142705

205. IVANOVOVÁ, L.: Výchova k rodičovství v jeslích.
/Education for parenthood in the crèche./

Predškolská výchova, 37, 1982/1983, No. 8, pp. 20-21.
2 photographs.

The importance of family upbringing and the education for motherhood and parenthood is stressed by the government population commission in its instruction called."Main directions and aims of education for motherhood and parenthood since 1980". Preschool child care facilities should also participate in the education for parenthood. In the crèche, this education focuses mainly on forming and strengthening the child's emotional relations. Children are brought up to help one another, to behave properly, feelings of adequate respect for girls are instilled in boys. Most of the parents bringing their children to the crèche are very young people, they need advice and help. Besides crèche nurses, those participating in the education of parents include paediatricians, educationalists and psychologists. The cooperation of crèches with the local authorities and youth care commissions is also of importance. The respective materials distributed to children and their parents are supplied by the district health authorities.

motherhood, parenthood, education; 142705

206. KERR, J. H. - DARLING, C.A.: A "Family fair", Approach to family life education.

Childhood Education, 60, 1983, No. 1, pp. 12-16.
7 refs.

The authors describe the experience with organizing "Family fairs" where parents can learn something about the most varied aspects of their educational care. These "fairs" are actually displays of books, toys and didactic materials and, at the same time, they offer opportunities for various activities, such as the production of objects of art, toys and food. Such fairs should also provide opportunities for joint play and entertainment of parents, children and educators.

parents, education, training; 142705

207. MINKOWSKI, A.: La maternité, /Motherhood./

Bruxelles, Fayard 1982. 227 pp.
Reviewed by: Colin, A.
L'enfant, 1983, No. 2, p. 54.

The author of the book discusses problems of motherhood not only from the viewpoint of health but also social and cultural ones. The first part of the book is devoted to infant death rate, analyzing it and comparing it with respect to rural and mountainous districts, with respect to employed mothers, to immigrants and to the situation in the third world.

The second part of the book deals with problems of prevention, with prenatal diagnostics, childbirth "sans violence" /natural childbirth/ and planned parenthood. The book brings a rich bibliography.

health care + care, motherhood, Belgium; 140900

208. NOVÁK, T.: K výchově k rodičovství u obtížně vychovatelných dívek. /On education of difficult girls for parenthood./

Otázky defektologie, 25, 1982/1983, No. 7, pp. 277-279.
5 refs.

The paper discusses specific features of educating institutionalized girls for parenthood. The author deals in more detail with the contents of lectures delivered by lecturers from the Socialist Academy and other institutions. He states that there are two extremes in the choice of topics for the lectures in practice. The first one stresses exceedingly the ethical and moral attitude. The lecturer's "golden words", in spite of their objective correctness, are considered by the girls as idle moralizing and trivialized. The other incorrect attitude consists in replacing education for matrimony and parenthood by mere sex education and leads to excessive stress on information about venereal diseases, contraception and sexuality. The author goes on to describe a well-tried cycle of lectures consisting of three or four lectures in which the approaches mentioned above are reflected only to a certain extent. Besides, the paper stresses respect for the basic didactic principles: the principles of confidence, intelligibility, matter-of-factness, adequacy, responsibility, continuity and unity.

difficult child, girl, motherhood, education; 140553

209. Ob utverzhdenii programmy pedagogicheskogo vseobucha roditeley i naseleniya. /Adoption of curricula for adult education designed for parents and for the whole population./

Doshkolnoye vospitaniye, 1983, No. 6, pp. 87-91.

The board of the Ministry of Education of the Russian Soviet Federative Socialist Republic approved the curricula for adult education designed for parents and the whole population that are to be used in the school year 1983/1984. Their aim is to give the parents fundamentals of knowledge of the educational science necessary for organizing their children's lives and their upbringing in the family, to secure unity in the educational influence of school and family, to generalize and disseminate positive experience in family upbringing, to win parents over for active cooperation with the school. The curricula are prepared for parents of three age groups. There are five to nine topics for each group. Literature is given for each topic.

educational science + adult education, parents, public, the U.S.S.R.; 140103

210. ŘEHÁKOVÁ, K.: Studium při zaměstnání a rodina.
/Extra-mural study and the family./

Děti a my, 13, 1983, No. 1, pp. 22-23.
1 photograph.

The article discusses problems of study and the stability of the family when the woman studies at a university as an external student. The state promotes study and further professional in-service development of workers by a number of measures, including extra-mural study at universities. Family duties and care for the household are taken over by the other partner, which means that extra-mural study is a matter of the whole family. This is reflected also in the upbringing of children /restriction of their activity/. Extra-mural study of employed mothers usually divides the family /stress, changes in the extra-mural student's health/. The mother's role is irreplaceable in the care for the family and children. The effect of the mother's strain on the emotional and intellectual development of the children manifests itself in the premature independence of children, depriving the mothers of the possibility to experience their motherhood fully, depriving the children of a part of their mother's feeling. When deciding about study, the mother should take into account a number of aspects. It is necessary to plan, to form a firm hierarchy of personal values, to realize what is most important for the family.

child, mother + extra-mural study; 142705

211. SŐKELAND, W.: Woher nehm´ ich nur die Zeit ? /Where can I find time ?/

Spielen und lernen, 1983, No. 5, pp. 18-19.
2 photographs.

The author points out that the upbringing of children and parental duties are underestimated among social activities. Especially a man´s apologies are difficult to accept if the reason is that he needs to attend to his family. In spite of this, the author is of the opinion that it will be necessary to enforce more openly and more emphatically the standpoint that the upbringing of children is one of the basic duties as well as a right that is to be respected.

family, child, education; 142705

212. VANČUROVÁ, E.: Jaká má být babička ? /What should a grandmother be like ?/

Děti a my, 13, 1983, No. 4, pp. 5-7.
3 photographs.

The article discusses problems of upbringing a child in a family with two or more educators /mother - father, grandmother - grandfather/. The coexistence, cooperation and harmony of the three generations is not easy but it will be a contribution for everyone if an agreement is reached. We must start with the prerequisite that it is primarily the parents that are responsible for the upbringing of their child. A normal family entrusts the child to the grandmother´s care only in periods of the mother's temporary absence but the mother keeps the leading role. Even in this case it is necessary to adhere to the principle of unity in upbringing and to be consequent. Young mothers sometimes leave their children in grandmother's care, being self-indulgent or helpless. The child's return and his getting acquainted to his parents again may bring unexpected difficulties that may last for the whole time of the child's school attendance. A characterization of a good grandmother is given /the relation to her daughter or son should not be domineering, it should be based on mutual respect/. On the other side, the young generation should estimate the physical and mental strength of their own and their parents and adjust their demands accordingly.

family, education; 142705

213. VELÍŠEK, J.: Vychováváme budoucí rodiče. /We are bringing up future parents./

Rodina a Škola, 30, 1983, No. 12, p. 11.

The author discusses problems of education for marriage and parenthood that is included in the school curricula at present. He states that methodological materials, curricula and conceptions of this education are good, even when compared with world standards. They are of a high quality and the interest of specialists they evoke is deserved. In spite of this, the results of education for marriage and parenthood are little successful. The basic educational influence is obviously exerted by the family in this respect. This corresponds also to the results of sample surveys. In this sphere, the young people's own parents have the highest prestige. The young people gain most of the information and models for their behaviour in their future marriage from their parents.

parenthood, education; 140553

214. Výchova k rodičovství na středních školách. /Education for parenthood at secondary schools./

Rodina a škola, 30, 1983, No. 1, p. 1.

Education for marriage and parenthood is provided for secondary school students on the basis of "Principles of education for parenthood at secondary schools" issued by the Ministry of Education in the year 1972. Significant tasks are assigned in the education for parenthood especially to those subjects that are connected either directly or indirectly with these problems. In this sense, stress is laid especially on civics, Czech language and literature, physical education at all secondary schools, history and biology as well as some extra subjects at grammar schools. These extra subjects include especially domestic science taught with some variations at agricultural technical schools, economic schools as well as at grammar schools. The education for parenthood is included in an increasing measure in the curricula of educational science, theory and practice of extra-class education, psychology and biology. At the present time, considerable attention is paid to education for marriage and parenthood in the programmes of communist education that are verified at all kinds of secondary schools. When the verification is finished, these programmes will be introduced into all secondary schools in the whole Czechoslovakia.

parenthood, education, secondary school; 140553

215. Wo bring ich mein Kind am besten zur Welt ? /Where should I give birth to my child ?/

Spielen und lernen, 1983, No. 1, pp. 12-13.
2 photographs.

This is information about a movement started by six young mothers from Karlsruhe that prepared an information booklet on the basis of their own experience gained from their pregnancies and childbirths and published it at their own cost. They collected experience from various clinics and from childbirths at homes. Besides their own experience, they also interviewed fifty young mothers before and after childbirth. Some clinics welcome this initiative and consider the possibility of starting cooperation with this group and preparing a continuation to the booklet on a professional level.

motherhood, mother, newborn child; 142723

4.2 Personality of educator

216. CÍSAŘ, J.: Nástin metodiky amatérského herectví. /An outline of the methodology of amateur acting./

Prague, ÚKVŠ 198[illegible].
Reviewed by: Richter, L.
Československý loutkář, 34, 1983, No. 7, p. 158.

The publication deals with the theory and methodology of acting in general and the education of amateur actors in particular. It concentrates on the more modern version of acting in the psychologically realistic theatre tradition based on a text existing in advance.

acting, methodology; 14/51-95/11

217. C[illegible], W. N. - CREEKMORE, N. N.: Senior citizens as paraprofessionals in teaching severely handicapped children.

Exceptional Children, 49, 1982/1983, No. 5, pp. 455-457.
14 refs.

The authors describe the experience with a special programme for 21 retired women aged 54 to 81 years that were interested in work with handicapped children. They attended a short course where professionals made them acquainted with the fundamentals of care for handicapped children and they gradually came to work once or twice a week and on holidays. Centres caring for handicapped children could develop more specialized care provided by the professionals thanks to the help of these volunteers that worked in the role of "child minders". This method has been found quite successful and, from the viewpoint of social relations, beneficial both to the children and to their nurses. The method of preparation can be recommended. Its wider use would mean help for special child care facilities catering for young children.

special education, child, education; 144300

218. DAMBORSKÁ, M.: Profesionální profil dětské sestry v současnosti. /The present-day professional profile of a children's nurse./

Zdravotnická pracovnice, 33, 1983, No. 8, pp. 482-487.
4 photographs, 5 refs.

Research conducted lately gives a scientific reasoning for the mother-child relation and contact manifested by loving care, caressing, talking to the suckling, looking into his eyes and the like. Children's nurses have the difficult role of replacing the child's mother, either for a short period in the course of the child's hospital stay, or permanently in sucklings' and children's homes. All that the child experiences since the earliest childhood is of exceptional importance. This is why children's nurses are recommended to treat every child tenderly, slowly and with feeling in all their contact with the child, especially when they take care of him, thus changing these procedures into a sort of rituals. Perfect performing of these actions requires constant communication with the child - tactile, visual as well as verbal. Thus the nurse can observe the child's fine signals, follow the process of his relaxation, notice every manifestation of his initiative, react to it. This means that the nurse must possess a certain kind of intelligence, understand not only facts but mainly the child's needs, take real interest in the child, be capable of some dramatic expression. The nurse should be rather an extrovert, who does not find it difficult to keep smiling, talking and singing for hours, she should be patient and thorough in her work. This is connected with the ability to empathize, to learn to understand the child's behaviour and manifestations.

suckling, children's home, children's nurse;
142753

219. Důvěrníci SAL hlásí ..... /News from SAL...../
Československý loutkář, 34, 1983, No. 7, p. 165.

This is information about the 3rd show of one-man scenes with puppets presented by nursery school teachers. Selected teachers from the districts Gottwaldov, Kroměříž, Uherské Hradiště, Blansko, Prostějov, Brno and students of the teacher training schools in Kroměříž and Brno showed how to work with puppets /in all, 19 scenes were shown/. The show comprised various ways of work with string puppets, glove puppets, flat puppets as well as with improvised ones.

nursery school, puppetry; 142981

220. HAVLÍK, M.: Víkend v Horním Slavkově. /A weekend in Horní Slavkov./

Československý loutkář, 34, 1983, No. 7, pp. 146-147.
1 photograph.

This is an evaluation of the regional show of West Bohemian amateur puppeteers. Several ensambles of nursery school teachers from Plzeň, Tachov and Klatovy performed at this show.

puppetry, show; 142981

221. KACZMARCZYK, B. - SZAFRAŃSKA, D.: Otwarty styl pracy nauczyciele kształtuje aktywność dziecka. /An open style of the teacher's work shapes the child's activity./

Wychowanie w przedszkołu, 36, 1983, No. 12, pp. 724-731.
22 refs.

The basic influences determining the style of the teacher´s work include: 1/ influences that follow from the teacher-child relation; 2/ the teacher´s conditions for creative work; 3/ way of communication with the child and instruction. Besides a general characterization based on professional literature, the authors mention several "problem projects" that are suitable for developing the children´s creativity and an "open atmosphere" between the teacher and the children.

teacher, personality, child, activity; 142300

222. KEŘKOVÁ, A.: Osobnost učitelky mateřské školy v realizaci nového pojetí předškolní výchovy. /The nursery school teacher´s personality in the implementation of the new conception of early childhood education./

Socialistická škola, 23, 1982/1983, No. 4, pp. 161-163.

Nursery school teachers take professional care of children, proceeding from the social goals of education. Nursery school teachers also advise parents professionally. Theoretical research as well as practical experience shows that the main criterion of educational success is not only in the child´s outward manifestations but especially in changes in his personality.

nursery school, teacher; 141105

223. OSTROVSKAYA, L.: Na primere vospitatelya. /The educator's example./

Doshkolnoye vospitaniye, 1983, No. 9, pp. 33-37.

The younger the child, the more his feelings and actions are influenced by the adult's example. The ability to imitate is a characteristic feature of a young child. A young child is not able to distinguish what is correct, he imitates everything. This is why the teacher's behaviour is of such importance. The teacher influences the children all the time: with words, gestures, facial expression. The child's mental state and concrete conditions must be taken into consideration if the adult's demands are to become the child's wish. It is easier to come to an agreement with the child when he experiences positive feelings - joy, satisfaction, affection. If the teacher's educational work is connected with the teacher's example reflecting a positive moral attitude, it contributes to the development of the best human qualities in children.

nursery school, teacher, example; 142301

224. OSTROVSKAYA, L.: Vnimaniye i chutkost - kazhdomu rebenku ! /Every child deserves attention and sensitive approach./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 4-8.

Each nursery school child needs the teacher's kind, considerate attitude. It is not sufficient for the teacher to feel content that a newly accepted child does not cry and is comparatively quiet in the nursery school. It is up to her to develop a positive relation to each child, to get to know the child's interests. The children should view their teacher as an active person who is always in a positive mood. The knowledge of the child is important. The teacher should follow the child's moods and the situations in which the child finds himself and she should adjust her individual approach to the child accordingly. All children need the teacher's attention and love. Work with children is always creative search, no pattern can be used. The teacher must be able to reveal the motives of the child's behaviour. The child's incorrect behaviour is mostly due to mistakes in the upbringing, the adults have not found the correct attitude to the child.

nursery school, teacher; 142900

225. POPAHL, D. - POTARACKE, R.: *Staff development: A cooperative approach.*

Young Children, 38, 1983, No. 5, pp. 14-20.
1 photograph, 2 refs.

The authors describe experience with a staff development project used in preschool child care facilities for a period of three years. Its aim was to improve and intensify the educational work of the teachers in relation both to children and to their parents.

The first year was devoted to consultations and making videorecordings of the teachers' work enabling them to see and evaluate the methods they use. The parents of the children were invited to meet the staff over a weekend and to work with them in the first year. The work went on in the second year. Staff members got opportunities of getting acquainted better with aids and materials sent to them. The third year was spent by travelling and exchange of experience. A travelling reference library was set up with 175 books, 35 aids used in the course of children's activities, 70 games and jigsaw puzzles, 50 records, 35 puppets and similar materials. All these materials are divided into fourteen sections and lent to child care facilities for two-month periods. The final evaluation of the project shows clearly positive results of this work with staff members, children and their parents.

nursery school, teacher, educational care; 142303

226. Praktikum loutkového divadla. /Puppet theatre in practice./ .... et al. 3rd edition.

Prague, State Publishing House of Instructional Literature 1982.

Reviewed by: Machková, E.
Československý loutkář, 34, 1983, No. 4, p. 86.

The publication is a textbook used by grade one and grade four students of secondary teacher training schools.

puppetry, textbook; 14/51-95/11

227. Pražské mateřinky předvedly svou práci. /Prague nursery schools have shown their work./

Československý loutkář, 34, 1983, No. 7, p. 164.

This is information about a puppet theatre show with nursery school teachers as participants. The show was organized in the Comenium and the number of participants was lower in comparison with the preceding years.

nursery school, puppetry, show; 142981

228. RICHTER, L.: Jižní Čechy: Polojasno, místy sněžení, chladno. /South Bohemia: Partially overcast, occasional snowfall, cold./

Československý loutkář, 34, 1983, No. 7, pp. 150-152.
2 photographs.

The author evaluates the regional amateur puppeteer show - the 18th Skupa's Strakonice that took place on March 25th - 27th, 1983 and was attended also by nursery school teachers from České Budějovice.

puppetry, show; 142981

229. Rokycanské školení mateřinek. /A seminar for nursery school teachers in Rokycany./

Československý loutkář, 34, 1983, No. 7, p. 165.

This is information about a seminar organized for nursery school teachers in Rokycany in the year 1982 and led by Professor V. Leština and K. Ptáčková. The participants got acquainted with the methods of work with puppets in nursery schools, the dramaturgy, direction, stage speech and vocal education, music and sounds in the puppet theatre, improvisation and the like.

nursery school, puppetry, seminar; 142981

230. SOKOL, F.: Potřetí ve Vyškově. /In Vyškov for the third time./

Československý loutkář, 34, 1983, No. 7, pp. 153-154.
1 photograph.

This is an evaluation of the regional competition of puppet theatre ensembles and small puppetry forms in the South Moravian region. Nursery school teachers from Veselí na Moravě participated in the competition, too. A valuable part of the competition was represented by individual scenes with puppets, mostly played by nursery school teachers.

puppetry, show; 142981

4.2.1 Education of educators

231. BARDONNET-DITTE, J.: La psychologie dans la formation des instituteurs. /Psychology in teacher training./ L'éducation enfantine, 1982/1983, No. 7, pp. 14-18.

The author of the article, who is headmistress of a teacher training school, discusses the present-day state of teacher training from the viewpoint of psychology. Proceeding from an analysis of present-day school documents, she shows which problems are most interesting for teachers. She stresses the necessity to confront theory with practice all the time. Teacher training gives some knowledge of psychology but the most important thing is that psychology should participate actively in the shaping of the young teacher's personality and thus help pre-service teachers to realize their influence and their responsibility for children at present and in the future.

teacher, training, psychology; 142303

232. Code of ethics and standards for professional practice. Exceptional Children, 50, 1983/1984, No. 3, pp. 205-209.

This document lays down eight main principles of

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professional ethics and standards for the profession of special education worker accepted as binding for teachers in the sphere of special education. The document obliges these teachers to reach the highest possible qualification required according to which they will be evaluated. Further, it defines their rights and duties, measure of responsibility and competence inside the profession and in relation to the public, demanding also the fulfilment of certain obligations of the society towards this profession.

special education worker, qualification; 142300

233. CHASHCHINA, L.: Uroki metodiki izobrazitelnoy deyatelnosti v preduchilishche. /Lessons in methodology of art education at a teacher training school./ Doshkolnoye vospitaniye, 1983, No. 6, pp. 59-61.

This is a description of the work of an outstanding teacher. A demonstration of a modelling lesson in the middle group is used to show how the teacher leads the pupils to independent work, teaches them to distinguish and to give reasons for the choice of methods used in their work with children. When explaining new subject matter, this teacher often uses problem situations. She gives the students practical tasks to test their knowledge.

secondary teacher training school, art education, methodology; 14/51-95/05

234. GIESE, Ch.: Wie ich als Fachberater die Vorbereitung und Durchführung der Weiterbildung in den Kindergärten meines Territoriums unterstütze. /My participation in nursery school staff development in my district./

Neue Erziehung im Kindergarten, 36, 1983, No. 1, pp. 14-15.

The author, a district nursery school inspector, informs about her participation in the nursery school staff development in her district. She stresses the necessity of personalized approach to individual schools and the choice of forms in keeping with the local conditions.

nursery school, teacher, training, the German Democratic Republic; 142303

235. GUSEV, K. P. - DOMASHENKO, I.A. - KORNEYEVA, G.A.: Dlya usileniya obshchestvennoy aktivnosti zaochnikov. /Strengthening the social activity of extra-mural students./

Vestnik vysshey shkoly, 1983, No. 11, pp. 64-66.

This is information about a plan of communist education for extra-mural students at the faculty of early childhood education. The students prepare papers dealing with various topics, they organize discussions with outstanding and interesting scientists and they prepare conferences on topical problems of early childhood education. Some conferences are devoted to problems of shaping the educator's personality.

early childhood education, university training, extra-mural study, the U.S.S.R.; 142303

236. HELLER, H.W.: Special education professional standards: Need, value, and use.

Exceptional Children, 50, 1983/1984, No. 3, pp. 199-204.
4 refs.

This introductory article appears in a monotopical issue of the magazine Exceptional Children that is devoted to problems of special education workers. The author, who is the chairman of the committee on special education professional standards, analyzes the specific nature of this profession and calls for the adoption of a statute that would define professional standards with more precision.

special education worker, qualification; 142300

237. IZERGINA, K.: O rabote doshkołnogo metodicheskogo kabineta s pedagogicheskimi kadrami. /Work of the methodological board on early childhood education with early childhood teachers./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 29-31.

The author describes experience from the Perm region where sixteen thousand educational workers take care of children in 1,946 facilities. The board organizes monthly courses for headmistresses, methodologists and music teachers /in all, for about 600 participants a year/. Lectures are given by teachers from teacher training schools and lecturers of colleges of education, methodologists of the regional early childhood methodological board, regional inspectors. University-trained headmistresses and methodologists attend shorter courses comprising two sessions, each lastings for six to eight days. The first one is introductory, the participants are given tasks. The next one is used for checking and evaluating. The board keeps records of course participants and follows up their work, thus obtaining stimuli for further perfection of in-service training. Quarterly meetings of district inspectors and methodologists are used for exchange of experience, for seeking and generalizing educational experience. There are 600 methodological associations in the region. Their heads are invited to seminars that are organized for them. A reference library with professional and children´s literature can be used for study. Various topic-oriented displays are also organized. Scientific and practical conferences and educational readings are organized once in two years.

methodological centre, teacher, training, the U.S.S.R.;
142303

238. YELIZAROVA, L.: Vospitaniye lyubvi k profesii.
/Developing love for their work in trainee teachers./
Doshkolnoye vospitaniye, 1983, No. 8, pp. 52-53.

Developing love for the future work is important in the training of future nursery school teachers. It begins traditionally in the beginning of the school year by a talk about the profession they have chosen. A talk about educational practice takes place in October, after a visit to a nursery school. In November, the students take part in the celebrations of the Great October Socialist Revolution in a nursery school. Then - in the second term - the students meet nursery school teachers before they start their teaching practice. The students read a professional magazine, make annotations, sum up contents of articles. Practical skill is developed in their "housekeeping" club.

secondary teacher training school, school-leaver's profile; 142303

239. KOLOBOVA, E.: Rabota s molodymi vospitatelyami.
/Work with young teachers./
Doshkolnoye vospitaniye, 1983, No. 8, pp. 16-18.

Each beginning teacher is assigned an instructor - an experienced teacher, who renders her everyday help in the form of advice and demonstrations of work. The work of instructors is included in the yearly plan of work. These young teachers can get acquainted with model plans and preparations in the methodological centre, they are offered help in the selection of methodological materials and aids. The headmistress announces her first visit beforehand, later she comes without previous notice. Visits to experienced teachers with subsequent analyses are valuable for beginning teachers. After about two years of practice, the young teacher gets the task to prepare a demonstration lesson. Young teachers participate actively in the preparation of staff meetings, they prepare papers and communications, generalize their experience.

nursery school, beginning teacher; 142305

240. KOROSTELEVA, T.: Organizatsiya i soderzhaniye raboty metodicheskogo kabineta v doshkolnom uchrezhdenii. /The organization and contents of work of methodological centres in preschool child care facilities./

Doshkolnoye vospitaniye, 1983, No. 2, pp. 14-17.

This is experience from the Byelorussian Soviet Socialist Republic where every nursery school has its own methodological centre. Its aim is: 1. To render differentiated aid in improving the professional level of the staff, to inform the staff about the latest achievements of educational science and practice, to make staff members acquainted with practical skill necessary for fulfilling the tasks laid down in the curriculum. 2. To follow, generalize and disseminate the best educational experience. 3. To collect aids and illustrative materials.

4. To help the teachers with scientific organization of work. The work of the methodological centre is directed by the methodologist /assistant headmaster for educational work/. Methodological corners that are taken care of by the headmasters are set up in incomplete nursery schools. The Ministry of Education and the trade union organized a competition aimed at improving the work of these methodological centres. Its results included, among other things, systematic classification of the illustrative materials, the introduction of topic-oriented card files. Thanks to the cooperation with parents and "guardian" plants, the outfit of methodological centres improved, the staff creativity and development effort increased.

nursery school, methodological centre, Byelorussian Soviet Socialist Republic; 142900

241. Laboratornyi praktikum po doshkolnoy pedagogike i metodikam. /Practical training in early childhood education and methodology./ Edited by V. Loginova nad P. Samorukova.

Moscow, Prosveshcheniye 1981.
Reviewed in: Lidak, L.: Rol laboratornogo praktikuma
v profesionalnoy podgotovke vospitateley.
Doshkolnoye vospitaniye, 1983, No. 1,
pp. 76-77.

This teaching aid for students at teacher training schools brings concrete recommendations concerning the organization of practical training in early childhood education and the methodology. It contains sets of tasks geared to develop educational knowledge of students, their skill and habits, organizational abilities and simple habits of scientific work. The chapters contain tasks from the sphere of early childhood education, methodology, diagnosing of the results of educational work and methodology of teaching educational theory at teacher training schools.

early childhood education, methodology, textbook;
14/51-95/17

242. LESZCZYŃSKI, G.: Literatura dla dzieci i młodziezy jako przedmiot nauczania w studium wychowania przedszkolnego. /Literature for children and young people as subject of instruction in the study of early childhood education./

Wychowanie w przedszkołu, 36, 1983, No. 1, pp. 20-25.
3 refs.

The author reviews students´ possibilities of being introduced to the study of literature for children and young people and analyzes present-time valid programmes of activities for children in nursery schools and programmes of study for early childhood trainee teachers. The article contains some critical comments and suggestions for changes in the curriculum.

children's literature, instruction + subject, early childhood education; 142981

243. NIKITINA, V. - TATARENKO, N.: Vospitaniye professionalnykh interesov na urokakh psikhologii. /Developing interest in the profession in psychology lessons./

Doshkolnoye vospitaniye, 1983, No. 7, pp. 55-56.

In their lessons in general and developmental psychology, the students should acquire up-to-date knowledge of the contents of the main personality development stages as well as knowledge necessary for their future work with children. Thus when dealing with the topic of "Personality", the students seek magazine and newspaper articles characterizing the moral qualities of Soviet people. In their developmental psychology lessons, the students get acquainted with various problem situations, using the acquired knowledge to solve them. The students prepare various papers in the course of the school year, e.g. on the education of children with various types of temperament. They collect newspaper clippings about psychology and put interesting ones on a tackboard. The students also selected materials for a display called "Interesting psychology for children" and containing various riddles and logical puzzles suitable for children and the like.

secondary teacher training school, psychology; 142303

244. PETELINA, T.: *Prakticheskiye zanyatiya na urokakh psikhologii.* /Practical activities in psychology lessons./

Doshkolnoye vospitaniye, 1983, No. 12, pp. 57-58.

In the course of their practical training, the students get acquainted with the possibilities of using their knowledge of psychology in their work with children, they learn to observe children's mental processes and to seek methods of work based on the mental traits of children. The curriculum contains observations, simple experiments and their analyzing. This takes place only after the respective theoretical chapter has been dealt with, enabling the students to reinforce their knowledge with more precision and to verify their theoretical knowledge in practice. Having dealt with the topic called "Acquisition of moral ideas and their reflection in the child's behaviour", the students record on a tape the replies of children from various age groups to questions like "Who is good and why?", "Are you good ?" and the like. Concrete examples of practical training described here refer to topics "Peculiar features of spontaneous and conscious remembering in early childhood" and "Manifestations of children's fantasy in art education activities".

secondary teacher training school, psychology; 143763

245. SMIRNOVA, L.: Igra - aktivnyi metod obucheniya. Play as an active method of learning./

Doshkolnoye vospitaniye, 1983, No. 1, pp. 59-62.

The author describes games that she uses mainly in methodology lessons of art education at a teacher training school. This helps to increase the students interest in the contents of the lesson, to make them grasp the material better, to improve their understanding of the material, to increase their activity. Games can be used as the basis for explanation or for reinforcement of new material, for testing as well as for out-of-class activities. The students suggest didactic games for children of various age groups. Competitions for the best game for children are organized regularly. Each student is to devise and work out a game developing the children's knowledge, or a music or locomotive game . The evaluation comprises the suitability of the game contents, its originality, attractivity, accuracy of game tasks and the formal aspect of the game. The author describes also games that help the students to remember more difficult names, to find their bearings in the material. A detailed description is given of a competition in the history of art.

secondary teacher training school, methodology, art education, play; 14/51-95/17

246. SOLOMONOVÁ, A.: Logopedie ve výchově a vzdělání.
/Speech therapy in education./

Otázky defektologie, 25, 1982/1983, No. 10, pp. 391-394.

This is a contribution to the discussion over Prof. M. Sovák's paper called Speech therapy in education that appeared in Otázky defektologie, 25, 1981/1982, No. 2, pp. 49-57. The author of the contribution assesses the level and state of present-day speech therapy practice and methodological work of speech therapy assistants in the North Moravian region. She states that a comprehensive speech development programme is applied ever since crèche age. A special state-organized speech therapy course was prepared for nursery school teachers and briefings were given in speech therapy minimum. In spite of these achievements, it has not been possible to secure qualified workers for most of the nursery schools. In the author's opinion, a solution should be seeked in the training of future nursery school teachers. The present-day practice is criticized, especially the fact that speech therapy is taught at teacher training schools by people who have never come into contact with speech therapy practice. The curriculum should be subjected to an analysis and instruction should be taken over by external workers - professionals. Further professional guidance should be provided through district educational centres.

speech therapy, teacher, nursery school ; 142303

247. Současné možnosti vzdělávání dětských sester. /Present-day possibilities of further in-service training for children's nurses./ .... et al.

Zdravotnická pracovnice, 33, 1983, No. 12, pp. 708-713.

The article reviews all public notices concerning the system of further in-service training of health workers. Practical training is a form of in-service training that is compulsory for all those students that have completed their studies at secondary nursing schools. Its aim is to extend and reinforce knowledge gained by previous study. The specialization study is of a selective nature. The study is connected only with work in certain posts and the successful passing of specialization examinations is a condition for the respective salary class. Among other kinds of specialization, children's nurses can specialize in the field of educational care. This specialization is compulsory for head nurses in crèches and their cadre reserves, for heads of sucklings' homes and children's homes, for head nurses of instruction crèches and their assistants, for the regional crèche nurse. This specialization study of children's nurses is organized by the Institute for Further Training of Medical Staff in Brno for Bohemia and Moravia, and in Bratislava for Slovakia. Specialization study in the field of educational care takes one and a half years.

children's nurse, training; 142303

248. Standards for the preparation of special education personnel.

Exceptional Children, 50, 1983/1984, No. 3, pp. 210-218.

The basic standards for the preparation of special education personnel have been prepared by the National Committee of Special Education Workers, together with standards for the accreditation of special education workers. The standards lay down curricula for basic preparation and the respective specialisations, organization of the preparation as well as kind of instruction and provisions concerning basic means of instruction.

special education worker, training; 142303

249. ŠULCOVÁ, M.: Semináře pro vzdělávání sester v jeslích. /Seminars for the training of crèche nurses./

Predškolská výchova, 37, 1982/1983, No. 6, pp. 23-24.

Regional seminars are one of the forms of in-service training of head nurses working in instruction crèches. The aim of district seminars is to disseminate the respective knowledge to all crèches and childrens' homes for children below the age of three. Seminars accompanied by demonstrations of educational work stimulate the nurses to thorough theoretical and practical preparation, to suitable adjustments in the crèche environment. They help to strengthen informal work relations of seminar organizers, regional and district methodologists with nurses. Seminars organized in the South Bohemian region concentrated on practical demonstrations of all elements of education, the material conditions of education, the educational use of daily routine activities, the preparation of schemes of educational work.

children's nurse, training; 142303

250. ŠULCOVÁ, M.: Příprava sester na práci ve zvláštních dětských zařízeních. /The preparation of nurses for work in special child care facilities./

Zdravotnická pracovnice, 33,1983, No. 11, pp. 655-658.
2 photographs.

The author describes experience with the guidance of practical training of nursing school students in the instructional crèche in České Budějovice. The students make detailed preparations on the basis of monthly educational plans worked out by the nurses. In the course of the practical training, each student takes complete care of a group of four children; later the group comprises six children. Having finished her work, the student analyzes her work in the presence of her teacher or a nurse. There is a problem that remains to be solved, namely that the practical training of students begins at the beginning of the school year whereas the methodology of work with young children is taught later on. In the course of final examinations, the students is observed while she makes the regular morning check of children and the morning exercise with them, while she organizes educational activities. The evaluation comprises also the daily preparation that is based on an educational diagnosis of a group of children made in keeping with the question alotted to the student and theoretical reasoning in which the students show their theoretical knowledge of methodology. This part of final examination is comparatively extensive, applying only to children's nurses and being in addition to what is required from sick nurses.

children's nurse, special education facilities, education; 142303

251. TMEJ, K.: Uvádění začínajících učitelek mateřských škol do praxe. /The initiation of beginning nursery school teachers into practice./ ... et al.

Prague, State Publishing House of Instructional Literature 1982.
Reviewed by: Zezula, J.
Predškolská výchova, 37, 1982/1983, No. 10, pp. 30-31.

This methodological handbook consists of six chapters discussing the following topics: the aim, contents and conditions of the initiation of beginning teachers into practice; the contents and methods of educational work in nursery schools; planning and evaluation of educational work; organization of children's activities and education means; the teacher-child relation; visits to beginning teachers. The publication is supplemented with a list of study literature and basic documents in the sphere of labour legislation, labour safety and health protection. A model initiation plan is attached, together with examples of individual initiation plans and the respective records. The publication is designed for beginning and initiating teachers but, with respect to the importance of its contents, it becomes a useful guide for departments of education, district educational centres and regional teacher training schools.

nursery school, beginning teacher; 142305

252. YONEMURA, M.: Nursery nurses. Youngest members of the teaching team.

Childhood Education, 60, 1983, No. 5, pp. 307-310.
4 refs.

This is information about courses organized in England for boys and girls that do not intend to continue their studies. They begin to attend the courses at the age of sixteen and the courses last two years. With a five-day week, they spend 105 days at school and 70 days directly in child care facilities. The final examinations are both written and oral, in front of a commission, including the evaluation of all observations of children made in the course of the two years. Practical training takes place in various child care facilities, homes and children's sanatoriums. The training programme contains general education as well as special education in three spheres: family and society, man and his environment, communication and creative art. The nature of study reminds of a college, with tuition. The experience gained so far shows very good results, especially youthful enthusiasm and a sensitive approach to educational work.

child, educator, training, Great Britain; 142303

253. ŽATKOVÁ, B.: *Z činnosti logopedickej poradne pri Katedre špeciálnej a liečebnej pedagogiky PdF UK v Trnave.* /The activities of the speech therapy counselling centre at the department of special and curative education at the College of Education of the Comenius' University in Trnava./

Otázky defektologie, 25, 1982/1983, No. 9, pp. 362-366.

2 tables.

This paper discusses forms and contents of the practical training of students of special education at the College of Education of the Comenius' University in Trnava. The contents of practical training in speech therapy are determined by the following tasks:
1. Getting acquainted through observation with the concrete use of suitable methods and forms of remedy in a wide scale of various speech defects.
2. Training in speech therapy mastered by the student

himself/herself in conditions determined by an interplay of various factors, and solving the problems of a concrete child with a speech defect. 3. Acquiring a concrete idea of the function, organization and control of practical speech therapy in practical life. 4. Passing of an examination in practical speech therapy.

university instruction, college of education, speech therapy, Czechoslovakia; 144371

4.3 School administrators

254. KRYUCHKOVA, A.: Nauchnaya organizatsiya truda v pedagogicheskom uchilishche. /Scientific organization of work in a teacher training school./
Doshkolnoye vospitaniye, 1983, No. 4, pp. 55-57.

This is information about the activity of the board on scientific organization of work in a teacher training school. Its activities concentrate on the work of the school administrators, the teaching staff, the paraprofessional staff and the students. The students learn to work with books, to prepare catalogues, to use various sources, to prepare lesson plans, plans of teaching practice, to analyze the work of their teacher and their fellow-students, to write a paper, to prepare an annotation. The use of scientific organization of work in the course of instruction is discussed at staff meetings, at scientific conferences dealing with problems of science and practice. Attention is paid especially to the utilization of time in the course of instruction, to the elimination of unproductive periods.

teacher training school, organization of activities; 14/51-95/13

255. PACHENKO, I.: NOT i doshkolnoye vospitaniye. /Scientific organization of work and early childhood education./ Doshkolnoye vospitaniye, 1983, No. 4, pp. 31-32.

The scientific organization of work is understood as maximum utilization of time, the creation and rational utilization of favourable conditions for work, care for the health and all-round development of all those participating in the process of work. The following principles should be adhered to in its application: 1/ clear definition of the goal, selection of correct methods and means of work, planning; 2/ the work must be standardized and checked so as to achieve feedback that is a condition of control; 3/ the best results are the optimum. This scientific organization of work must be used also in preschool child care facilities. The author cites some Krupskaya's and Shatskiy's ideas concerning the scientific organization of work in preschool child care facilities.

organization of activities, crèche, nursery school; 142900

4.4 Labour legislation, teachers´ associations

256. CHMELAŘOVÁ, Z.: O socialistické iniciativě, /About socialist initiative./

Predškolská výchova, 37, 1982/1983, No. 5, p. 23.

This is information about the activities of socialist labour brigades in crèches in the Kroměříž district. Their activities concentrate mainly on improving the children´s meals, on creating conditions for the educational work, on cooperation with nursery schools, on health education of parents, on making the children hardy. Out of the total number of twenty crèches, fifteen of them have socialist labour brigades and four more compete for the title. Many of the child care workers have got bronze or silver medals. They got these medals not only for exemplary work in crèches but also for their activity in organizations of the National Front.

crèche, nursery school, socialist labour brigade;
142900

257. ROBERTS, G. T.: Status and salaries of our profession.
Young Children, 38, 1983, No. 3, pp. 18-19.
1 photograph.

The author points out the fact that the profession of those taking care of young children is underrated. As almost 50 p.c. of mothers with young children below the age of six are employed at present, the social importance of child care facilities is immense. The salaries do not express this importance and this is why the author appeals to all organizations to intensify their efforts aimed at raising the professional status as well as the salaries.

crèche, nursery school, teacher, social and professional status; 142300

258. SHKATULLA, V.: Vremya otdykha. /Time for rest./
Doshkolnoye vospitaniye, 1983, No. 7, pp. 58-61.
8 refs.

This is detailed information about work leave and holidays. The leave of nursery school teachers, headmistresses and music teachers is 36 working days, and 48 days in some special child care facilities, e.g. for children with impaired vision etc. Additional leave can also be granted to child care workers fulfilling some state and public duties /e.g. members of voluntary fire brigades/. Unpaid leave may be granted to those who have serious family reasons for it. Child care workers also get leave for the preparation for admission examinations at secondary schools or universities.

nursery school, teacher, leave; 142300

259. SHKATULLA, V.: Zarabotnaya plata. /Salaries./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 66-71.
2 tables, 3 refs.

The article contains information about salaries of teaching staff in early childhood facilities. The salary depends on the length of teaching practice and on the education. The basic salary is raised every five years, the last raise is after fifteen years of practice. The salary also depends on the education the respective worker has, whether it is college education, vocational secondary education or general secondary education. The salaries of headmistresses are raised after 25 years of practice. The lowest salary of an early childhood teacher with general secondary education is 80 Rb /roubles/ a month. The highest monthly salary of a headmistress of a boarding-type facility with college education and with at least 25 years of practice is 130 Rb.

nursery school, teacher, salary; 142900

5 PLAY

5.1 Psychology of play

260. ABEGG-BINKERT, B.: Zweierlei Arten von Dramatisieren. /Two arts of dramatizing./

Der Schweizerische Kindergarten, 73, 1983, No. 4. pp. 20-21.

In their play, children dramatize stories from fairy-tales or their experience from their own lives. They play their roles with conviction but as soon as the play is interrupted, they return back to real life. There may be cases, especially when the child experiences horror and fear in consequence of the role, that the child feels himself so fully into the role, that he is not able to come back to reality. In this case it is necessary to draw calmly the child's attention to the real things surrounding him.

play, dramatization, early childhood; 142951

261. BERNE, E.: Jak si lidé hrají. /Games people play./

Prague, Svoboda 1970. 221 pp.
Reviewed by: Kamiš
Otázky defektologie, 26, 1983/1984, No. 4, pp. 202-205.

The book is designed primarily for those interested in transactional analysis. Its positive feature is intelligibility and clarity in the explanation of phenomena of transactional analysis. The publication is divided into three sections besides the preface, an introduction and an appendix. The second part discusses various kinds of games. The author analyzes 36 games that he divides into life games, marriage games, social games, sexual games, underground games, counselling games and harmless games. The repertory shows that a game is not a form of an individual's entertainment in the social reality, that it expresses such interaction between the individual and his environment that makes the development of a normal rational and intimate relation impossible.

play, man; 141109

262. BUTLER, A. L. - GOTTS, E. A. - QUISENBERRY, N.L.: Play as development.

U.S.A., Bell Howell Company 1978. 197 pp.
Reviewed by: Karwowska-Struczyk, M.
Wychowanie w przedszkołu, 36, 1983, No. 6, pp. 374-377.

This publication is a synthesis of theoretical views of modern psychology of play /Erikson, Dewey, Maslov, Piaget, Rogers - proceeding from the interaction theory of the child's development/ and practical educational viewpoints. Besides providing an introduction to the theory /including a historical survey of views on children's play/, the book discusses problems of the application of play with certain educational goals; it explains how teachers and parents can observe children in the course of play and assess their possibilities on the basis of play, how children can be inspired through play and stimulated in the desired direction. Stress is laid on the therapeutic and, primarily, prophylactic function of play against mental disorders. The book is divided into three parts: Play and its role in the child's development, The use of play in the inspiration of development, Some specific uses of play as an activity.

play, history, psychology + child, early childhood;
142951

263. ELKONIN, D.B.: Psychológia hry. /The psychology of play./ Translated from Russian.

Bratislava, State Publishing House of Instructional Literature 1983. 340 pp.
Reviewed in: Janus, H.: Zaujímavá publikácia.
Hračka, 18, 1983, No. 4, pp. 14-15.

This book is a significant contribution towards the solution of problems of the psychology of play and the role of toy in children's play. The author - D.P. Elkonin, who is a foremost Soviet psychologist, - summed up his experience of more than fifty years and knowledge gained in experimental and theoretical research and confronted it with the views of world philosophers, ethnographers and historians. The book is designed for professionals in the sphere of psychology and education.

play, mind, child, D. B. Elkonin; 141123

264. ELKONIN, D. B.: Psychológia hry. /The psychology of play./ Translated from Russian.

Bratislava, State Publishing House of Instructional Literature 1983. 340 pp.
Reviewed by: Šustekovâ, L.
Predškolská výchova, 38, 1983/1984, No. 3, pp. 29-30.

The publication brings the results of the author's lifelong study and theoretical conclusions concerning the problems of play, especially role playing. It represents a new approach to these problems for their scientific elaboration from the standpoints of Marxism and for a critical evaluation of hitherto used conceptions of play. The book contains six chapters. The first three ones are of a theoretical nature whereas the next three ones contain materials gained in experiments. Some of L. S. Vygotsky's working notes for lectures on developmental psychology are attached as an appendix.

play, child, D. B. Elkonin; 141123

265. LEVINE, M. H. - McCOLOUM, J. A.: Peer play and toys: Key factors in mainstreaming infants.

Young Children, 38, 1983, No. 5, pp. 22-26.
15 refs.

The authors point out the importance of peer play and the stimulation of play through toys in mainstreaming children with special needs in public education facilities for young children. There are very few special facilities for these children aged 0 - 3 and thus they mostly grow up without specialist care. Research has shown that mainstreaming of these children is of considerable importance at this age and that it is favourable for their development. Besides, normal children gain a significant social experience in their contact with handicapped children.

early childhood, defectiveness, play; 144351

266. NICOLAÏ, J. - GILABERT, H.: Le jeu dramatique, /Dramatic play./

L´école maternelle grançaise, 1982/1983, No. 5, pp. 19-30. Cont.
9 refs.

Basing their paper on nursery school practice, the authors begin with Piaget´s idea that dramatic play or the play of imagination is a reproduction of the surrounding life by means of symbols. This reproduction makes it possible for the child to develop his own abilities and to live through previous experience again. Dramatic play should be given attention not only in connection with intelligence that it develops but with the child's whole personality. The question posed by the authors is what the psychological roots of dramatic play consist in and how to proceed so as to stimulate the child's spontaneous creativity. This theoretical contemplation is accompanied by a description and an analysis of several play situations in the nursery school.

play, dramatization, nursery school; 142951

267. NOVOSELOVA, S. - ZVORYGINA, Ye.: Igra i voprosy vsestoronnego vospitaniya detey. /Play and problems of children's all-round development./

Doshkolnoye vospitaniye, 1983, No. 10, pp. 38-46.

Proceeding from research conducted by Soviet psychologists in the sphere of play, the authors followed the line of the development of children's play since early childhood, its shaping with the help of adults, parents and educators. They describe development stages of children's play from handling toys as objects to role playing that requires not only a certain amount of knowledge but also calls for the acquisition of further information. At the present time, the problem is how to use play effectively for the all-round development of children both in preschool child care facilities and in families. The main principles of comprehensive guidance of play are: 1. The motive for play is the child's experience gained in everyday life. The child learns the names of objects, the meaning of people's behaviour, their mutual relations, thus developing his emotional and moral evaluation, which is a stimulus for play. 2. "Instructive" play" /didactic games, dramatizing play/ is important for the transition of real experience to the sphere of play, for separation of the main experience that the children acquire and for acqusition of means of emotional expression. 3. A timely change of the play environment, the selection of toys and materials gears the child to an independent active solution of play tasks, it stimulates the child to various ways of reflecting the reality in play. 4. Contact with an adult in the course of play is necessary for updating the generalized experience and for the development of independence in play. This contact should be aimed at giving adequate tasks, especially by upgrading problem situations. Problem situations contribute to the development of the ability to orientate oneself in the play task, to reach success, to find new variations of the solution. They make it possible to upgrade ways and means of their realization. Play may be divided into two groups that differ in the extent of the adult's direct participation and in the various forms of children's activity. The first group comprises topic-oriented play and role-playing. The other group includes locomotive, didactic, music games and play as entertainment. The importance of play lies not only in possibilities of the child's all-round development. In his play, the child shapes social forms of thinking, his sphere of interests widens together with motives of a new activity, i.e. learning as one of important factors of the child's psychological readiness for school.

play, problem situation, early childhood; 142951

268. VENGER, L.: Psikhicheskoye razvitiye v igre i podgotovka detey k shkole. /Mental development in the course of play and preparation of children for school./

Doshkolnoye vospitaniye, 1983, No. 12, pp. 14-17.

The predominant activity of early childhood is play, whereas learning prevails at the school age. Each of these kinds of activity makes certain requirements on the child's mind and creates the necessary prerequisites for the development of certain mental processes and personality traits. It is important to find out which mental qualities are developed in the course of play, which of them are of the greatest importance for learning later in life and how to direct children's play so as to develop these qualities. Play, especially topic-oriented play, is of considerable importance for the child's development. The author concentrates on the importance of play for the development of thinking. The child can reflect the individual phenomena from the lives of adults in his play only if he has got acquainted with them. The decisive thing is the quality of acquisition, not the quantity of knowledge. The child does not simply reflect in his play what he has heard or observed; the child models a social situation in his play. A model is a reflection of the reality in which the individual elements are replaced by the corresponding substitutes /symbols/ A model used in play-like any other model - represents generalised experience, i.e. it shows only the main and general relations, it does not reflect secondary features. The importance of modelling in play lies not only in the children's familiarization with the substantial aspects of the surrounding life. The important thing is the development of the ability to make and use models that reflect certain relations. Works by psychologists, such as J. S. Vygotsky and J. Piaget, show that the symbolic function of consciousness develops in play, that substitutes, symbols are used instead of real objects. This is the beginning of the path leading to the acquisition of the whole wealth of human culture passed from one generation to another in the form of a system of symbols, such as oral and written speech, mathematical symbols and the like. The use of external, real symbols changes into the use of internal symbols. This changes the child's mental processes, enabling him to create ideas of objects and phenomena in his mind and to solve various intellectual tasks. Play requires the ability to understand the standpoint of another person, to view things and phenomena through someone else's eyes. This helps to eliminate egocentrism, the inability to put oneself imaginatively into the thinking and behaviour of others. Learning differs from play in that the intellectual effort must concentrate on the solution of strictly defined intellectual tasks. It also requires concentration, the ability to control one's behaviour. The child does not acquire these qualities in the course of play but he acquires valuable intellectual abilities. The results achieved in intellectual development in topic-oriented play are of a wider importance and have a more lasting effect than the knowledge acquired in the course of instruction in grade one.

play, intellect education, early childhood; 142951

269. WOŁOSZYNOWA, L.: *Zabawa dzieci w świetle psychologicznej teorii czynności.* /Children's play in the light of the psychological theory of activity./ Wychowanie w przedszkołu, 16, 1983, No. 5, pp. 259-268.
10 refs.

This is a reflection on the Polish translation of the book Psychology of play written by the Soviet educationalist D. E. Elkonin. Elkonin developed the stimuli of L. S. Vygotsky /who died in the year 1934/ in the sphere of cultural history; he gave a historical view of the development of human mind. The author confronts this approach with the psychological theory of activity in works by S. L. Rubinshteyn, S. N. Leontyev and also in works by Polish authors /S. Szuman, T. Tomaszewski and J. Reykowski/.

play, mind, child; 141100

270. ZLÁMALOVÁ, V.: Psychológia hry. /Psychology of play./
Zdravotnická pracovnice, 33, 1983, No. 11, pp. 651-653.
1 photograph.

The author reviews theories of children's and young animals' play. The latest research shows that both people and animals prefer new visual stimuli and sounds to the familiar ones. The essence of play would thus be the need for new stimuli. The contents of children's play, the originality and the extent of activity depend also on the parental attitude to the child, on the father's presence or absence in the upbringing and the like. Children's play differs also with respect to social, economic and cultural stimuli. There is a difference in the amount of time that the children have for play, in the quantity and kinds of toys. It turns out that some societies do not know play using fantasy and imitation, others have very rich and varied forms of play.

play, psychology + child; 142951

5.2 Pedagogy of play

271. DIEL, E.: Das pädagogische Rollenspiel. /The educational role-playing./
Der Schweizerische Kindergarten, 73, 1983, No. 4, pp. 21-22.

Role-playing is used increasingly as an effective method in the educational practice. It must be guided sensitively by the educator and it must bring the children satisfaction and joy. The contents of the play may be stories and fairy tales, children's experiences gained in the observation of adults in their surroundings. A simple arrangement of the room and various props stimulate the children's interest and their creativity. The teacher sees to it that the children reflect correct social relations in their play, that they acquire new skill and knowledge. Shy and diffident children take gradually part in the play, feelings of fear and aggression can be eliminated in the course of play. The children's speech is enriched and improved.

play, nursery school; 142951

272. FROLOVA, A.: Ispolzovaniye detskoy literatury pri formirovanii syuzhetno-rolevykh igr. /The utilization of children's literature in developing topic-oriented play./

Doshkolnoye vospitaniye, 1983, No. 1, pp. 18-19.

This is information about an attempt at the utilization of children's literature for play development in three-year-olds. The play of these children is mostly of an object nature and it does not last more than two to five minutes. Simple texts chosen for the purpose were written in the form of a dialogue and contained a small number of persons. Puppet theatre was used to make the children acquainted with the text. The children were asked to play the story and got the necessary toys. At first they dramatized the story with the help of their teacher; they mastered the story gradually and then they played it by themselves. Dramatizing the works of literature increased the children's activity and initiative. The contents of their play became richer. In some cases, this kind of theatre play concentrated more children and took up to 25 minutes, all this on their own initiative.

play, children's book, dramatization, early childhood;
142951

273 GRIFFING, P.: Encouraging dramatic play in early childhood.

Young Children, 38, 1983, No. 2, pp. 13-22.
1 table, 2 photographs, 34 refs.

The author stresses the importance of creative dramatic play for the child's development and presents viewpoints for the evaluation of the level of dramatic play. She states conditions in which dramatic play develops, toys and materials that can be used to enrich this play. She analyzes the teacher's role in dramatic play and recommends that the teacher should become the child's play partner if this follows naturally from the situation. She reminds that good-quality play requires well-thought-out preparation and shows an example of dramatic play at shopping.

early childhood, play, dramatization, dramatic education; 142983

274. HABIŇÁKOVÁ, E.: Hra - klúč k učeniu. /Play - a key to learning./ ... et al.

Predškolská výchova, 37, 1982/1983, No. 12, pp. 2-5. Comt.

2 photographs, 1 table, 9 refs.

This is information about a research survey conducted with the aim of analyzing the level of object activities, verbal and social behaviour of crèche children in the course of topic-oriented play and of evaluating the effectivity of individual stimulative influence on the perfection of the functions studied. At the same time, the method of modelling was studied, i.e. the provision of a clear clue for the perfection and enrichment of the child's activities. The child learns through observing a model situation. A topic-oriented play with a doll was chosen. The children's activity was motivated adequately and it was to contain, in logical sequence, seven operation of care for the doll: giving the doll a bath, wiping it dry, dressing, combing the doll's hair, feeding, putting the doll to bed, covering the doll with a blanket. The nurses' roles were taken over by research workers studying the respective research tasks. Each child included in the survey went through a research programme individually. The programme comprised three separate parts:1. Pre-modelling stage - introduction of the child to the topic-oriented play; 2. Modelling stage - the modelling of topic-oriented play by an adult; 3. Post-modelling stage - topic-oriented play repeated by the child. The phases of this research programme followed in daily intervals. A two-day interval was admissible for objective reasons.

play, crèche, family; 142951

275. HABIŇÁKOVÁ, E.: Hra - kľúč k učeniu. /Play - a key to learning./ ... et al.

Predškolská výchova, 38,1983/1984, No. 1, pp. 5-7. Cont.1.
1 table, 3 refs.

A comparison of the results of the experimental group and the control one led to the following conclusions: No differences were found between the two groups at the pre-modelling stage. The positive effect of modelling on the level of play in the experimental group was confirmed fully in the post-modelling stage. Out of 70 possible operations, children from the experimental group used 35 in the first phase and 58 in the third phase. Their verbal activity increased, too. They enriched the play with new elements. No significant changes were observed in the control group of children between the first phase and the third one. The results show that older toddlers are able to perceive double information given by the adult /words and activity/. Thus it is possible to recommend modelling as an effective method for teaching through play in the crèche.

play, crèche, family; 142951

276. HABIŇÁKOVÁ, E.: Hra - kľúč k učeniu. /Play - a key to learning./ ... et al. Cont. 2.

Predškolská výchova, 38, 1983/1984, No. 2, pp. 14-17. 3 tables, 6 refs.

The effectivity of modelling was studied with respect to the environment that had shaped the child so far /the crèche, the family/ and with respect to the starting stage of the child's development. The survey covered children aged 24 - 30 months that had attended the crèche for a long time /for ten months on average/ and for a short time /for one and a half months/. The level of the crèche children was statistically insignificantly higher at the pre-modelling stage. Children from families accompanied the introduced play with more frequent emotional manifestations. The effect of modelling was equal in both groups at the post-modelling stage. Children from families drew more intensively from the modelling observed. Crèche children made more intensive use of the offered toy and this manifested itself also in the increased difficulties with handling them. The speech activity increased in both groups. The results of both groups confirmed that the highest improvement was observed in children with the lowest starting level. It can be concluded from the results of the survey that it is necessary to create more frequently conditions for handling objects, to utilize play for a better understanding of the child's developmental level and his individual features; modelling play can be used as a supplementary form of teaching geared to develop the abilities of children with retarded or uneven development.

play, crèche, family; 142951

277. HABIŇÁKOVÁ, E.: Hra - kĺúč k učeniu. /Play - a key to learning./ ... et al. Final part.

Predškolská výchova, 38, 1983/1984, No. 3, pp. 2-7.
5 tables, 2 photographs, 3 refs.

Another survey was concerned with the verification of the effectiveness of a model programme /play with a doll/ on the play of children raised in families and in the crèche and aged 20 to 30 months. Children raised in families were observed in their home environment in the afternoons. Their mothers worked with them.Observations concentrated on how modelling supported the ability to imitate and develop positively, to change and enrich spontaneous playfulness in the sense of using more perfect forms of activity, or creativity. The play of both groups of children was the same at the pre-modelling stage. The speed was comparatively slow in both groups. At the post-modelling stage, older children from both groups used to a larger extent those activities that they observed in the model set. Differences were observed in the extent and content of their activities,in the frequency of play activities, in the degree of contribution of modelling, in the use of toys and aids, in the level of play in the sense of decentralized activities and integrated operations.

play, crèche, family; 142951

278. HUBER, D. - HUBER-WALSER, S.- STOCKER-HOFMÄNNER, R.:
Darstellendes Spiel im Kindergarten - ein Gespräch.
/Dramatic play in the nursery school - a discussion./
Der Schweizerische Kindergarten, 73, 1983, No. 4, pp. 3-10.
9 refs.

This is a discussion between an actor, a teacher-therapist and a nursery school teacher. They define dramatic play as a play in which actors create imaginary situations in which they act without turning to the audience, or they turn to the audience and communicate creatively with two or more persons. The authors exchange experience from work with teachers or with trainee teachers whom they gear towards relaxation in the course of dramatic play and towards a creative representation without restraint of topics given to them or chosen by them. Stress is laid on the development of practical fantasy, i.e. on finding new uses for things, or trying out various possibilities of handling objects, both in children and in their teachers. The children can give things new functions in their fantasy, they can devise unexpected ways of action that could be dangerous /breaking, injury/. Some explanation is necessary here together with basic principles - one should never use a strict prohibiton, never try to achieve subordination at any price.

play, dramatization, early childhood; 142951

279. IVANOVOVÁ, L.: Hra v prostředí jeslí. /Play in the crèche environment./

Zdravotnická pracovnice, 33, 1983, No. 5, pp. 280-283.
2 photographs.

Children's play in the crèche should be evaluated with a view to the specific nature of the development of very young children and of group upbringing of these children. Group upbringing in the crèche is based on the specific nature of this age, on the children's inquisitiveness, on their being direct, on their emotionality, on their desire to cooperate with the nurse, on their need for activity and play.Crèche children are at an early stage of socialisation. Interest in other children, in elements of play coordination manifests itself more clearly in the course of the third year of life. It is one of the positive features of crèche upbringing that these manifestations of cooperation among children can often be observed at an earlier age.

play, collective upbringing, crèche; 142951

280. LAUNER, I.: Einige Aussagen zur pädagogischen Führung der Kinder im Spiel. /A few notes on the educational guidance of children in the course of play./

Neue Erziehung im Kindergarten, 36, 1983, Nos. 2-3, pp.47-49.
3 photographs, 4 refs.

The author, a worker of the Academy of Educational Science, presents some notes concerning articles published in the magazine and discussing problems of guiding the play of young children.

early childhood, play; 142951

281. MÉHES, B.: Az óvónö és az óvodai játék. /The nursery school teacher and play in the nursery school./

Budapest, Tankönyvkiado 1982.
Reviewed by: Mišurcová, V.
Predškolská výchova, 37, 1982/1983, No. 9, p. 31.

The publication concentrates on the teacher's role in developing play in the nursery school. A theoretical introduction dealing primarily with the relations between subjective and objective factors of play is followed by chapters discussing various kinds of play. Numerous examples from children's lives are given and problems solved are concrete problems of play development in the nursery school. The final part brings advice concerning both individual and group play in institutional and family upbringing, the relation of play activity to work, getting to know the child through play, planning of play in the nursery school.

play, nursery school; 142951

282. MENDZHERITSKAYA, D. V.: Vospitatelyu o detskoy igre. /On children's play for educators./

Moscow, Prosveshcheniye 1982.
Reviewed in: Lyamina, G. - Fedik, O.: Igra - put
k poznaniyu.
Doshkolnoye vospitaniye, 1983, No. 2, pp. 89-90.

The publication contains three main parts, namely: The origin and substance of children's play, Educational guidance of subject-oriented play, Ways of educational guidance of children's play for the solution of tasks of the intellectual and moral education of young children. Chapters entitled The teacher's role in the organizing and guiding of creative play, The formation of a children's collective in the course of play, Creative play as a means of moral education, Individual work with children are especially topical.

play, intellect education, moral education, early childhood; 142951

283. MIKHAYLENKO, N.: Pedagogicheskiye problemy rukovodstva i upravleniya igroy. /Educational problems of guiding children's play./

Doshkolnoye vospitaniye, 1983, No. 12, pp. 17-20.

In his play, the child realizes activities that would be beyond his powers in real life. Play guarantees the child freedom to assert his wishes and interests while helping him in a special way to get acquainted with the world of adults. The child's freedom and independence in play is limited by the extent of his ability, skill and knowledge. Play develops much more quickly if an adult helps the child purposefully. The formation of play abilities takes place successfully in joint play of the child with an adult and in his demonstration of play activities. The adult acts as play initiator and organizer while being simultaneously its direct participant. Three stages of play can be distinguished: 1. Mastering of agreed activities with toys and objects substituting them /at the age between one year and two and a half years/; 2. The ability to take over a certain role /at the age between two and a half years and four and a half years/; 3. The ability to devise some topic for play and to play /at the age between four and a half years and seven years/. The ability to deal with one's peers is also necessary for joint play. Three levels of children's mutual relations in joint play can be distinguished: 1. Cooperation develops on the basis of a toy that determines the topic of the play; 2.Children's relations are determined by the requirements of the roles; 3. The children agree on a topic and on ways of developing it. Indirect methods of guidance prove successful for maintaining the independent nature of children's play. One of the means used is play material and toys. Toys usually determine the topic of the play for the youngest children, older ones subordinate the choice or making of toys and props to the aim of the play. With purposeful educational guidance, play becomes the leading activity in early childhood, it secures the formation of a friendly children's group and the development of social traits.

play, early childhood; 142951

284. PANTINA, N. - MIKHAYLENKO, N.: Rol igrushki v syuzhetno-rolevykh igrakh. /The role of toys in subject-oriented play./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 27-28.

A description is given of the individual development stages of children's play. The starting point for subject-oriented play is some simple play activity, e.g. the feeding of a doll. This is why children need real objects. Play activities imitating real activities acquire a generalizing nature leter on. The child uses a single toy for the realization of various topics. This stage is important for the development of the child's fantasy. This is why it is necessary to support various activities in which the children make use of various toys and objects to express some intention, some goal. This is why it is not recommended to increase the number of toys that the child has got. At the next stage, the child's play intentions acquire some plan and sequence /I shall feed the doll and put it to sleep/. In this period children should get sets of toys /toy dishes, pots and pans, dolls' dresses/ and more sophisticated sets /for playing the doctor and the like/. Play with these sets helps the child to form more precise ideas of sets of objects and their use in various situations. The children show gradually the effort to act some personality and to play his/her part. They need some aids for this, such as the steering wheel. This play is of group nature, the children need partners for their play. The correct selection of toys helps to develop children's play from mere handling of objects to topic-oriented play.

play, toy, child; 142951

285. PFISTER, K.: Vom einfachen Rollenspiel zum Theaterspielen. /From simple role-playing to dramatic play./ Der Schweizerische Kindergarten, 71, 1983, No. 4, pp. 19-20.

When role-playing spontaneously, the child plays quite naturally the role that he has chosen without needing any audience for this. He can change the roles very quickly; the words and movements follow quite naturally in such scenes. The same child may, however, feel embarrassed when asked to play in front of the whole group. The reading of fairy-tales and stories may stimulate to dramatic play and to role-playing.The teacher talks about them with the children and evokes in the children the desire to express themselves in play. It is suitable to use glove puppets for the first attempts, especially those that the children have made by themselves from vegetables or waste materials. Even shy children feel no restraint in play with puppets. The children live through their roles more intensively if they adjust their outer appearences at least symbolically in keeping with the object they are to represent.

play, dramatization, early childhood; 142951

286. Seh-Spiele. /Visual games./ ... et al.
München, Don Bosco Verlag 1982.
Reviewed in: Der Schweizerische Kindergarten, 71,
1983, No. 4, pp. 29-30.

The individual parts of this publication were prepared by nursery school teachers belonging to the working group for aesthetic education under the guidance of R. Seitz, president of the Academy of Visual Arts in München. The authors describe a number of games that develop the visual abilities. Examples are taken from town nursery schools as well as from rural ones. The publication shows how children can observe the surrounding world intensively and purposefully.

play, aesthetic education, nursery school; 142951

287. SEVEROVÁ, M.: Hra v raném dětství. /Play in early childhood./

Prague, Academia 1982.
Reviewed by: Mišurcová, V.
Predškolská výchova, 37, 1982/1983,
No. 9, p. 31.

This paper dealing with the development and motivation of children's play contains three parts: The conception of children's play and its importance in the child's life, Longitudinal study of the development of children's play in natural living conditions and of its effect on development, Motivation of children's play significant for development. The publication is supplemented with a bibliography, an abstract and an appendix with tables that substantiate the author's theoretical conclusions.

play, early childhood; 142951

288. SILIVON, V.: Razvitiye tvorchestva detey v protsesse igr-dramatizatsiy. /Developing children's creativity in dramatic play./

Doshkolnoye vospitaniye, 1983, No. 4, pp. 9-12.

Dramatic play differs from other forms of play in that it nears the theatre in its nature and that it is a form of transition to dramatic art. Play and dramatization have a number of general features: dynamics, emotional engagement, imagination. When preparing for dramatic play, the children themselves choose or prepare the text, divide the roles, devise and make the necessary props and costumes. They draw and make these things in the course of a creative process that brings the children as much joy as the dramatic play itself. Other advantages of dramatic play include speech development, interest in music, visual and dramatic art. Dramatic play is conditioned by sufficient interest in the plot. Successful dramatic play requires the development of the children's ability to model and to intone voices, to move in keeping with the hero's character and action. This is why various tasks are recommended - the child is asked to show how a kitten sleeps, how to cross a brooklet on stones and the like. These tasks contribute to a more intensive development of the child's means of expression, fantasy, creative thinking, they help to develop self-confidence, ingeniousness and to evaluate the behaviour of the individual characters.

play, dramatization, creativity, child; 142951

289. SINGER, W.: Spass und Spiel mit und im Schnee. /Fun and play with show./

Neue Erziehung im Kindergarten, 36, 1983, No. 1, pp. 11-13.

The author explains why it is important for children to stay outdoors in winter and suggests play with snow, with coloured ice and locomotive games that can be played in the course of tobogganing. The description of methodological procedure is supplemented with safety measures that must be taken as well as with a list of aids and materials that are to be provided.

early childhood, winter sports; 142955

290. VASILYEVA, M.: O dalneyshem sovershenstvovanii rukovodstva igrovoy deyatelnostyu detey. /Further improvement in the guidance of children´s play activities./

Doshkolnoye vospitaniye, 1983, No. 12, pp. 7-13.

This is an introductory paper read at the all-Russian conference dealing with the improvement of children´s play activities. Positive results were evaluated and shortcomings in the organization and guidance of play were pointed out. Staffs of preschool child care facilities, departments of national education and methodological boards should concentrate on the study of play, especially on the following topics: Play as form of life and children´s lives and activities, Play as means of the child´s all-round development, The formation of social traits in play, Play as a creative activity and its role in the forming of a children's collective, The importance of environment for the development of play, Games as means of instruction and education of children, Special features of the organization of play in a single-class nursery school, Relations between play and other children's activities, Work with the parents with respect to children's play. The results of the study should be discussed at staff meetings and conferences and introduced into practice.

play, nursery school; 142951

291. ZDAŃSKA-BRINCKEN, M.: Stymulacja rozwoju psychomotorycznego małych dzieci przy pomocy zabawki. /Stimulating the psychomotor development of young children by means of play./

Wychowanie w przedszkolu, 36, 1983, No. 12, pp. 691-699.

The paper concentrates on "play" designed for very young children /below the age of three but also in the first months of life/. Topics and models are accompanied by a general characterization of children's psychomotor development /normal development that may show numerous deviations from an individual's development/ and by methodological advice on how to observe the child and his development.

early childhod, play; 140900

292. ZVORYGINA, Ye.: Vliyaniye obuchayushchikh igr na formirovaniye samostoyatelnykh. /The effect of educational play on the development of independent play./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 36-39.

N. M. Aksarina points out in her works that it is necessary for the formation and development of children's play to enrich the children's impressions of the surrounding world, to secure for them materials for play that would intensify their impressions and to teach them to play in an adequate way. The expression "teaching to play" is explained by Aksarina as prudent use of direct methods of guiding the play /demonstration of play activities/ and also as indirect guidance of the play by the adult's verbal instructions. A. N. Frolov and R. I. Zhukovskaya prepared a series of play activities and dramatic play activities that are near to topic-oriented play in their structure. The author informs about a research survey that was aimed at determining the influence of demonstrating topic-oriented play and the activation of the play itself. The experiment covered twenty-four children at crèche age. It turned out that the adult must act as an equal partner when guiding the play. Instructive play evoked the children's interest and captivated them emotionally if it contained new elements. The educator activated the children's experience in such play, reinforced their knowledge of the use and purpose of things, of the sense of action in play, enriched gradually their experience in play. This instructive play is a specific form of passing experience in play in which the educator has the leading role. This contact leads to the formation of the "zone of further development" that helps to acquire new ways of reflecting the reality, thus enriching independent play and contributing considerably to the development of intellectual abilities.

play, early childhood; 142951

293. ZVORYGINA, Ye.: Formirovaniye igrovoy deyatelnosti v gruppakh rannego i mladshego doshkolnogo vozrasta. /The development of play activities in groups of very young children and younger preschool children./
Doshkolnoye vospitaniye, 1983, No.12, pp. 25-27.

The system of educational work described here is aimed at developing the independent topic-oriented play of children between the ages of two and three. Play of very young children as an independent activity can develop the children's thinking if it is organized on the principles of solving play tasks. The gradual development of play proceeds from the child's real life. The adult's task is to enrich the child's life experience purposefully. Play activities, topic-oriented didactic play, dramatic and other play, are of considerable importance for play development. When developing children's play, the educator should proceed from their real and play experience and change the material environment /new toys, things substituting objects necessary for play/.

Children's play is activated by activities carried out jointly with an adult, who increases gradually the complexity of play tasks. This makes the children orientate themselves in the play situation and seek means for reaching the imaginary goal. All this contributes to increased cognitive activity in real life as well.

play, early childhood; 142951

5.2.1 Typology of play

294. A propos des jeux collectifs. /Group games./

L'école maternelle belge, 1983/1984, No. 1, pp. 37-38, 10.

The article is an excerpt from the Italian magazine Vita dell' infanzia. It deals with various kinds of children's group games. Circular games are the oldest and most widespread ones. Children favour also throwing games, especially with balls. In the sphere of intellectual games, attention is focused primarily on puzzles and also on didactic games developing the ability of observation and the memory.

play, collective education, child; 140557

295. BÖHM, H.: Wer spielt mit? Didaktische Spiele für die Jüngsten. /Who will play with us? Didactic games for the youngest children./

Neue Erziehung im Kindergarten, 36, 1983, No. 5, pp. 100-101.
3 photographs.

The article contains examples of didactic games for the group of the youngest children that make them acquainted with colours, shapes, sizes, plants and animals.

nursery school, intellect education, play; 142951

296. ŻYCZAK, Z.: Czarodziej czaruje: Gry dydaktyczne dla dzieci 6-letnich. /The magician uses his magic: Didactic games for six-year-olds./
Wychowanie w przedszkołu, 36, 1983, No. 6, pp. 368-373; Nos. 7/8, pp. 482-485.
10 figs., 1 table.

These practical instructions for didactic games contain game descriptions and also an "educational instruction" stating how to play the respective game with children, i.e. stating the aim, the necessary aids and materials, number of participants and place, introductory characterization of the game, its course and rules. The article contains detailed methodological instructions for eleven games.

play, didactics, early childhood; 142951

297. NICOLAI, J.: Le jeu dramatique. /Dramatic play./ Final part.

L'école maternelle française, 1983/1984, No. 2, pp. 17-29.

This is a continuation of the article that appeared in No. 5 of the magazine, volume 1982/1983. The authors treat specific features of play that are conditioned by the age and the corresponding means of education. Children's literature plays an important role in the development of dramatic play. The article contains concrete examples of children's play inspired by reading stories from books.

play, dramatization, nursery school; 142951

298. RATYŃSKA, H.: Lamigłówka przedszkolaka, czyli kilka uwag o grach dydaktycznych. /Puzzles for pre-schoolers - some reflections on didactic games./

Wychowanie w przedszkołu, 36, 1983, No. 6, pp. 338-342.
3 figs., 4 refs.

The author comments especially graphic games /jigsaw puzzles, lotteries, games combining scenes with some environment, season, situation and the like/. Many of these games have been published by the Polish publishing house Wydawnictwo Oswiatowe "Spolna sprawa" and their effect on the development of children's thinking and speech has been tested in practice. They are designed for use in small groups comprising three to six children aged five to six years. However, it is necessary to use them to an increased extent in the system of early childhood education.

play, didactics, early childhood; 142951

299. SCRABA-MIELNICHUK, J.: The role of dramatic play.
Early Childhood Education, 16, 1983, No. 1, pp. 26-30.
3 figs., 1 table, 24 refs.

The author stresses the role of dramatic play in the child's development, explains dramatic play and presents a survey of research conducted in this sphere in recent years. She analyzes conditions by which the teacher can contribute to the development of dramatic play in the classroom. Besides the teacher's knowledge of the child's developmental stages, needs and interests, these conditions include, in the author's opinion, stimulative environment and untraditional materials stimulating the child's fantasy /props, costumes, cloths, scarves and the like/.

child, dramatic education; 142981

5.3 Toy

300. BANDET, J. - SARAZANAS, R.: *L´enfant, les jouets et les nouveaus jouets.* /The child, toys and new toys./

Paris, Casterman 1983.
Reviewed in: L´école maternelle française, 1982/1983,
No. 9, pp. 12-14.

The book deals with the contribution of new studies in the child´s development, it presents a survey of theories of play /its substance, forms and aims/, its use in education and the role of toys that undergo considerable changes at present /e.g. the introduction of modern electronic toys/. The author´s approach to the topic discussed here is characterized by love for the child and a deep understanding for the child´s play.

play, toy, child; 142951, 142519

301. *Bezpečnost hraček v NDR.* /The safety of toys in the German Democratic Republic./

Hračka, 18, 1983, No. 4, pp. 10-11.

It is prepared on the basis of an article published in the magazine Spielzeug von heute, 1982, No. 2, pp. 18-19. The article sums up basic hygienic, health and toxicological requirements concerning the safety of toys with respect to material, design, finish, resistance of painted surfaces to sweat, saliva, oil, and the inflammability of materials used. All safety regulations applying to toys respect the specific provisions concerning food as in the German Democratic Republic toys are considered as objects of consumption in the sense of the Food Act. All the valid safety regulations and provisions have one aim - to give children into their hands toys with a relatively high degree of safety. However, these toys cannot guarantee absolute safety as there is no absolute safety. For this reason, the buyers cannot get rid of their responsibility towards their children with respect to their age, sex, physical and mental development.

toys, the G.D.R; 140900

302. CESTARO, O.: L'utilizzazione educativa dei materiali didattici e di gioco. /The use of didactic materials and toys in education./

Scuola materna, 70, 1982/1983, No. 6, pp. 367-368.
13 refs.

Proceeding from studies published in No. 3, p. 177 and No. 5, pp. 306-307, the author discusses play with things for daily use and play with specially produced /didactic/ toys primarily from the viewpoint of their contribution to the child's speech development.

early childhood, didactics, play, toy; 142951

303. GAĎOURKOVÁ, M.: Hodnotenie akosti výrobkov v Československom ústave pre atestáciu prístrojov a zariadení v odbore 741 - hračky. /The evaluation of the quality of products in the Czechoslovak Institute for Testing of Instruments and Devices, department No. 741 - Toys./

Hračka, 18, 1983, No. 1, pp. 1-2.
2 photographs.

The article consists of two parts. The first part contains information about the activities of the Czechoslovak Institute for Testing of Instruments and Devices in Piešťany. The institute has been testing mechanical metal toys and polytechnic building sets for thirty years. The author states that Czechoslovakia is one of the last among advanced countries with no approved standard for toys. At present, the institute is preparing the first Czechoslovak draft standard for toys. This standard is to come into force in 1983. In the second part of her article, the author comments the requirements mentioned in J. Kalina´s contribution discussing the further development of mechanical toys.

toy, Czechoslovakia; 142519

304. GUILLOU, J.: Bigtrak: une initiation à l´informatique. /Bigtrak: Initiation into information science./

L´éducation enfantine, 1982/1983, No. 9, pp. 10-14.
3 photographs, 4 refs.

The Bigtrak instrument is a programmable toy.

The article proceeds from the fact that nursery school children should already get acquainted with technical aids - the typewriter, the calculator and the like. The author describes the experience of three teachers that tested the possibilities of utilizing information technology in three various nursery schools in Paris. Besides the Bigtrak system, an instrument of the logo system was also tested in the nursery school. /L'éducation enfantine, 1982/1983, No. 9, pp. 16-18, 20-21./ The use of information systems offers the nursery school new possibilities.

play, information science, nursery school; 142951

305. IVANCVOVÁ, L.: *Využití hraček a výchovných pomůcek v jeslích.* /The use of toys and educational aids in the crèche./

Zdravotnická pracovnice, 33, 1983, No. 8, pp. 488-492.
3 photographs.

Toys and educational aids used in the crèche help to eliminate the artificial nature of the crèche environment, they bring elements of natural environment into the crèche. Play corners built here are fitted with toys for cooking, washing, dressing dolls, shopping and the like. Toys developing the locomotive abilities, coordination of movements, promptness and adroitness are necessary in the crèche. Special aids and toys supporting the children's creative, music and locomotive manifestations are of considerable importance.

toy, crèche; 142951

306. JEŘÁBEK, L. - KŘIVÁNEK, Z.: Zkušenosti s mikroprocesorovou hračkou v mimotřídní práci ve čtení. /Experience with a microprocessor toy used for reading in out-of-class activities./

Hračka, 18, 1983, No. 3, pp. 14-15.

This is information about an educational experiment that tested the use of the "Brain Baffler" - a microprocessor toy for games with letters and words - at primary school. The results obtained from a group of grade one and grade three pupils show that microprocessor toys for games with letters and words could be used both for work with weaker readers and for an overall improvement of the level of reading in average pupils. They can be used in coaching, as well as for games in after-school facilities and at home.

toy, primary school, research; 143153, 142511

307. MATHYS, F. K.: Ein Märchenland für Kinder. /A fairyland for children./

Der Schweizerische Kindergarten, 73, 1983, Nos. 7/8, pp. 36-38.
2 photographs.

This is information about Legoland, a pleasure-ground for children in Denmark. The world-known and widely used Lego building set was used for miniatures of various buildings, such as a statue of H. Ch. Andersen, the Danish royal palace, a hunting-lodge, towns and villages from various parts of the world, railway stations, airports, harbours, the Wild West complete with gold-diggers. Everything is true to life. Legoland was built in the year 1968. More than a hundred people worked on it, including nineteen designers. It has been visited by eleven million people so far. An exhibition of historical toys is a part of Legoland, too. A wooden building set invented by the joiner Ole Kirk Christiansen in the year 1932 in the period of crisis gave rise to the Lego building set. At present, the factory employs 2,500 workers and its yearly production is 70 million boxes with Lego building sets.

play, child, Legoland, Denmark; 142951

308. OPRAVILOVÁ, E.: Účinní pomocníci. /Effective helpers./

Predškolská výchova, 37, 1982/1983, No. 12, pp.22-23.

Opinions of toys and aids suffer from two basic mistakes both in theory and practice, namely with underestimation and with overestimation. The former lies in considering the handling of objects as a natural manifestation of the child that need not be paid any attention to. The latter lies in replacing play by directed activity often even of a mechanical nature, in replacing toys by instruction materials and stimulating environment by an austere methodological prep room, all this in an effort to guide effectively and professionally the child's cognitive activities with maximum use of didactic aims. If the process of cognition is guided by direct instructions, the progress is more rational but not always most economical and most effective from the child's viewpoint. The path of the child's cognition is deprived of the child's own experience, which is valuable though acquired more slowly. The creative ability of combination is developed in activities in which the child can discover the relations of reality by himself, in keeping with his own experience and at the pace of his own mental time, in which the child can apply and verify his own process of thinking in discovering and seeking. If toys are designed in a way leading clearly to the correct action, such as the autodidactic aids, the child often reproduces the results of cognition gained by others quite mechanically, without any participation. The introduction of the feedback principle into the design of some aids may lead to overestimation of the drilling of some operations, to preparatory drill and mechanical repeating of the processes irrespective of the child's thinking and creativity. Although the didactic effect of work with the aids is alluring, nursery school should primarily secure a natural context of the relations in the environment as the child will not be able to enjoy fully this active experiencing at any later stage in life.

play, intellect education, creativity, early childhood; 142961

309. RUSÍNOVÁ, V.: Elektronika v dětském pokoji. /Electronics in the nursery./

Hračka, 18, 1983, No. 3, pp. 1-3.

The article sums up some opinions of the position, influence, developmental trends, positive and negative features of the invasion of the world of toys and games by electronics as they are presented on the pages of Western professional periodicals. It is stated in the article that electronics, in spite of the existence of opposing views, is welcomed by the public and accepted by the professionals. An exception is formed by some specialists, mainly educationalists and psychologists, who warn against imprudence and lack of discrimination in selection. The author states that the effect of electronic games and toys on children should be studied and that educational and psychological research should be oriented in this direction.

play, toy, electronics; 142519

310. SMÍKAL, J.: Speciální stavebnice. /Special building sets./

Otázky defektologie, 26, 1983/1984, No. 1, pp. 21-25.
7 photographs.

This is information about new building sets that have been designed and tried out for blind preschool children by teachers from a special nursery school for blind children. These building sets represent the garden, pictures from the nature, means of transport, children's figures and models of animals. The article contains descriptions of these building sets and also their pictures.

toy, special education of blind children, early childhood; 144363

311. Spielzeug zum Spielen. Beiträge zu Kriterien für gutes Spielzeug. /Toys to play with. Notes on criteria of a good toy./ Berlin, AIF 1982. 208 pp.

Reviewed in: Mišurcová, V.: Hračka na hraní.
Hračka, 18, 1983, No.1, p. 11.

The publication presents the results of research into toys in the present-day socialist and capitalist world and represents basic work of the toy-making branch. This publication aims at increasing the quality of toys, at formulating a scientifically based starting point for their design, at deepening the foundations of their planning, development and production and at enriching the knowledge of educators and toy consumers. The book contains an introduction and three parts. The first part deals with the developmental and psychological foundations and specific features of children's play. The second part concentrates on criteria in general /theoretical viewpoints, the substance and features of criteria, their system/ and in particular /groups of criteria, educational, psychological, sociological, aesthetical criteria - psychological, creative, material, safety, economic aspects/. The third part of the book discusses the situation in toys in the German Democratic Republic, Finland and other countries; the explication is supplemented with numerous tables containing statistical data.

play, toy, criterion, developmental psychology;
142519

312. Textilní knížky a hračky v Japonsku. /Textile books and toys in Japan./

Zlatý máj, 27, 1983, No. 2, pp. 112-113.
2 photographs.

The article contains detailed information about these toy books that have been produced and used in Japan for a number of years. Textile books and toys are designed for physically and mentally handicapped children with the aim of helping them in their intellectual and emotional development. Exhibitions of textile toys and books that are held in big cities every year show various kinds of exhibits. Some of them are aimed at improving the coordination of hand movements, others show stories /with the use of sliding and removable elements/, others are designed to develop the children's fantasy.

toy, textile, special education, Japan; 144300

6 PRESCHOOL INSTRUCTION

6.1 Learning and other psychological aspects

313. ANISHCHENKO, O.: Nekotoryie storony uchebnoy deyteelnosti. /Some aspects of learning activities./
Doshkolnoye vospitaniye, 1983, No. 6, pp. 36-37.

Only prerequisites for learning can be formed at preschool age. As the most suitable activities for preschool children are those that lead to visible results, it is most effective in this respect to pursue activities aimed at developing mathematical ideas and building. The author describes several kinds of activities in which the children got some practical tasks that could be solved after previous mastering of some skill. For instance, the children were to prepare a New Year's tree for their dolls. If the tree was to fit into the dolls' house, they had to measure the height of the "room" first. Then they were asked to choose suitable trees in the "wood" /the teacher prepared paper trees of varying sizes/.

early childhood, intellect education; 142961

314. CALECKI, M.: Développer la concentration: Un impératif pour la pratique du yoga ... et pour une scolarité réussie. /Development of concentration: An imperative for the practicing of yoga ... and for school success./

L'école maternelle française, 1982/1983, No. 5, pp. 61-64.
This is one of a cycle of articles entitled Exercices de bien-etre inspirés du yoga /3/.

The author brings practical advice on the use of yoga for the development of the mental qualities of nursery school children. The article contains descriptions of exercises helping to realize the mutual connection between the sight, hearing, smell, taste and touch, exercises for increasing the control of hands and the whole body as well as association and concentration exercises.

nursery school, physical education, intellect education; 142961

315. DAMBORSKÁ, M.: Teorie a praxe učení v útlém věku.
/Theory and practice of learning in very early childhood./

Predškolská výchova, 37, 1982/1983, No. 6, pp. 9-12.
2 photographs, 7 refs.

Referring to theoretical papers stressing the necessity of emotional accent in the process of learning, the author points out the necessity of harmonious development of both signal systems and confronts the theory with practice. A neonate is a perceiving, learning individual organizing information ever since the first days of life; he sees, differentiates, hears, gives out signals expressing his pleasure or displeasure. This determines the way of handling the child since his birth. The author explains the importance of caressing that accelerates significantly the neuropsychic development of sucklings in developing countries where mothers never leave their children, where they carry them on their backs and supply them with a quantity of multisensory percepts.
The first signal system predominates in very young children. Direct percepts have a stronger effect on the children than words. Child care facilities often lay stress on possibly early formation of the system of conceptualization. The work concentrates on training the second signal system. If too much is read and narrated to children, direct percepts and impressions are disturbed artificially and they seem to be pale and poor. In these cases the second signal system reaches prematurely a significance that does not correspond to the child's age, thus

disturbing the harmonious relation between "emotional" understanding of the world and abstract thinking in words. This is why sensory education is necessary in early childhood, i.e. development of various forms of analyzing school phenomena /optical, acoustic etc./. In principle, this corresponds to the training of the first signal system.

early childhood, learning; 141109

316. GEWAND, K.: Didaktische Übungen zur sensorischen Erziehung der Jüngsten. /Didactic exercises for sensory education of the youngest children./

Neue Erziehung im Kindergarten, 36, 1983, Nos. 7/8, pp. 146-149.
8 figs., 4 refs.

In introduction, the author explains the necessity of making the children acquainted with sensory qualities, e.g. the colour, shape, size etc. The next part of the article deals with the methodology of sensory education in the nursery school and contains examples of aids that can be used.

nursery school, intellect education, senses; 142961

317. GOTTFRIED, A. E.: Intrinsic motivation in young children.

Young Children, 39, 1983, No. 1, pp. 64-73.
56 refs.

The author explains intrinsic motivation as a kind of activity stemming from the individual's own interest and need. Attention is given to theories of the development of intrinsic motivation and to research conducted in this sphere. The author discusses possibilities of influencing intrinsic motivation by upbringing and, in conclusion, gives advice to parents and educators on how to develop intrinsic motivation in children. It can be developed by rich environment, its variability, sufficient space for various activities, encouragement of the child to activities and attention paid to the child's questions. The article is supplemented with a rich bibliography.

early childhood, motivation; 142900

318. HALIMI, L.: Découvrons et expérimentons. /Discovering and experimenting./

Paris, Fernand Nathan 1982.
Reviewed in: Tessier, G.: Pour les ensignants.
L'éducation enfantine, 1983/1984, No. 3, p. 28.

The book deals with sensory education of young children. Sensory education is considered as the basis for the further scientific development of the child.

early childhood, senses; 142900

319. JIRÁSEK, J.: Učení -objevování - tvoření. /Learning - discovering - creating./

Děti a my, 11, 1983, No. 1, pp. 7-8.
2 photographs.

This is a historical survey of the importance of learning with respect to tasks of present-day education. The author gives a characterization of the development of the child's memory and its utilization for better knowledge. The child's memory is remarkably efficient and flexible. At first it stores a kind of semiproducts that acquire the shape of useful pieces of knowledge in the course of further mental development. The results of research show hitherto little used reserves in the child's memory, especially in the period of younger school age. The memory retains most quickly and most easily what is interesting and attractive, what brings something new. This applies to learning at school as well as to all situations in life. Spontaneous learning is of considerable importance and adults should help the child in this natural process of preparation for life. The main aim is to bring into harmony what the child is doing and wants to do with what he has to do because it is required and useful for life. Another aim to achieve is that the child should include the tasks laid down in the school curricula and generally accepted requirements for education among his needs and place them high in his scale of values. These are steps to self-control, to an independent evaluation of possibilities of knowledge as well as sources and methods of knowledge, to critical self-evaluation. A characterization of means leading to these goals is given. Discovering is important as an opportunity for active cognition in which the child makes maximum use of his abilities and acquires the most thorough and most permanent knowledge and skills. The parents play a significant role in the shaping of the correct level of inquisitiveness and cognitive initiative of their children. Creativity, i.e. the ability to invent, devise and infer, manifests itself more conspicuously in boys who, in comparison with girls, have more out-of-school interests and worse school achievement. In principle, everything original that the child does should be taken seriously and what is obscure and unusual should be judged professionally and explained carefully. Everything positive and useful should be accepted and supported in education and not only on the level of exceptional talents.

early childhood, learning, activity; 141109

320. KLINDOVÁ, L.: Aktuálne otázky intelektového rozvoja dieťaťa v období realizácie nového poňatia predškolnej výchovy. /Topical problems of the child's intellectual development in the period of implementing the new conception of preschool education./ Socialistická škola, 23, 1982/1983, No. 4, pp.166-168. 1 ref.

The new conception of preschool education pays attention to an intensive development of the intellectual abilities in keeping with present-day requirements of the school and society. It proceeds from the premise that intellectual abilities represent a number of components, not only memory, that intellect education is kept adequate and that the level of motivation shares significantly in the cultivation of intellect education.

nursery school, intellect education; 142961

321. SAPON-SHEVIN, M.: Teaching children about differences: Resources for teaching.

Young Children, 38, 1983, No. 2, pp. 24-32.
36 refs.

The author states that comparing is one of important thinking operations significant for thinking in general, and recommends that children should be taught in most varied ways to compare and to understand differences. She gives examples of topics that may be used for developing this ability with the problem teaching method, mentioning books, aids and handbooks dealing with this topic. Some T.V. programmes for children are mentioned as very useful and stimulative /e.g. Sesame Street, Mr. Roger's Neighborhood, ZOOM-quest and others/.

early childhood, intellect education; 142961

322. Une des Composantes fondamentales du yoga: la respiration. /One of the fundamental components of yoga: the breathing./

L'école maternelle française, 1982/1983, No. 4, pp. 61-64.

This is the second article in the cycle called Exercices de bien-etre inspirés du yoga. This brief article brings information about man's breathing and about breathing exercises within the framework of the yoga system. Their elements can be trained with preschool children, with the aim of conscious breathing. The article contains a description of three exercises for conscious breathing, three exercises for changes of breath depth /amplitude/.

nursery school, physical education, respiratory organs; 142955

323. ZIMMER, I.: Die Kinder der mittleren Gruppe. /Children of the middle group./

Neue Erziehung im Kindergarten, 36, 1983, No. 6, pp. 119-122.

2 photographs, 3 refs.

Referring to works by foremost Soviet psychologists Arkin and Lublinskaya, the author characterizes specific features of nursery school children in the middle group. Some examples of methodological procedures are given, stress is laid on principles that should be adhered to.

early childhood, developmental psychology; 141111

6.2 Didactic aspects

324. MONATOVÁ, L.: Otázky rozumové výchovy. /Problems of intellect education./

Brno, Publications of the Jan Evangelista Purkyně University, 1978.
Reviewed in: Skutilová, M.: Závažná studie z teorie rozumové výchovy.
Socialistická škola, 23, 1982/1983, No. 4, pp. 188-189.

This topical scientific study by associate professor PhDr. Lili Monatová, CSc., appearing as one of the publications of the Faculty of Arts, Jan Evangelista Purkyně University in Brno, brings a synthetical view of the intellect education of children and young people primarily in nursery schools and the first grades of primary school. The work consists of four extensive parts that discuss the author's studies.

intellect education, nursery school, primary school; 142961

325. STIPEK, D. J.: Work habits begin in Preschool.

Young Children, 38, 1983, No. 4, pp. 25-32.
2 photographs, 22 refs.

The author states that learning problems encountered by children and frequently also by adolescents have their roots deep in early childhood. Work habits necessary for learning include, primarily, perseverance in the overcoming of difficulties, concentration of attention, asking questions that relate to the solution of the given problem and independence. These qualities are shown on approaches to the solving of puzzles. In the author's opinion, it is necessary that nursery school teachers should develop all these basic habits. A number of examples and references to literature are given. The author polemizes with the still prevailing view that a young child should experience mostly success so as to develop well his self-confidence. It is easy success and small demands that are the biggest obstacles at a later period as the child gets used to them and is not able to overcome obstacles. The initial satisfied self-confidence gets substantial cracks and it is a well-known fact that a child accustomed to success bears a failure with difficulty and often fails completely although it is within his possibilities to cope with the situation. This is why the theory of a preschool child's success should be replaced by the theory of gradually becoming hardy and developing the necessary habits.

child, work education, learning, self-confidence;
142965

6.3 Preparation for school

326. BĚLINOVÁ, L.: Příprava na školu. /Preparation for school./

Rodina a škola, 30, 1983, No.3, p. 11.

The author discusses the importance of cooperation between nursery school and the family in the preparation of children for primary school attendance. Parents are reminded of the importance of the child's all-round preparation for school work; a summary is given of the outfit the child acquires in the course of the whole preschool period. The article brings a number of concrete pieces of advice on how to develop the child's physical, intellectual and emotional sphere before the child starts to attend school.

nursery school, family, cooperation; 142953

327. GEORGIYEV, L.: Izmeneniye orientatsii ot protsessa deyatviya k rezultatu. /Changing orientation from the process of activity to the result./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 62-63.

This is information about a research study conducted with the aim of observing the child's mental development so as to be able to determine the degree of his development and his readiness for school. Nursery school children often concentrate on the activity itself, not on its results. Nursery school teachers should pay attention to this and develop in the children interest in the results of their activites, teach them to evaluate and to compare. The ability to be interested in the results of one's own activity is one of the criteria of the children's readiness for school.

early childhood, child, mind, research; 141109

328. CHUDINOVÁ, A.: Spolupráce. /Cooperation./

Predškolská výchova, 37, 1982/1983, No. 5, p. 29.

This is information about cooperation between nursery school and primary school. Nursery school children got gradually acquainted with primary school teachers and with staff working facilities taking care of schoolchildren in the afternoon. A joint matinée programme was organized in the nursery school before Christmas. Grade two pupils, who were invited to the matinée, brought Christmas tree decorations and presents. Grade eight pupils, the instructors of Sparks /this is how children preparing for admission to the pioneer organization are called/ played a theatre performance for the children. In February the nursery school children were invited to see the Sparks take their vow. An afternoon sports programme was prepared for the International Children's Day in the nursery school and grade one pupils were invited, too. At a celebration held before the children left nursery school, a primary school teacher took the children over symbolically. This cooperation helps the children to get accustomed to school conditions and to the school rules.

nursery school, primary school, cooperation; 141153

329. JIRÁSEK, J.: Význam stimulačních podmínek v rodině pro aktivizaci školáka. /The importance of stimulative family background for the school child's activation./

Predškolská výchova, 37, 1982/1983, No. 12, pp. 6-8.

The author informs about a research study concerned with the formation of the mental structures in primary school children. The questionnaire that was used covered three spheres: 1. the child's stimulation by his family background /enumeration of objects, books, tools, outfit for various kinds of work and hobbies that the child can come into contact with at home; 2. possibilities of pursuing various hobbies with respect to housing conditons /what the child can do at home, space alotted for hobbies/; 3. control of the child's spontaneous activities /the child's after-school duties, organized leisure/. The questionnaire was filled in by the parents of 112 children finishing grade one of primary school. Besides, they had filled in a questionnaire covering data on crèche and nursery school attendance, housing conditions, the development of the child's relation to school, adaptation problems if any, the child's present-day manifestations in more demanding life situations practically a year earlier, at the beginning of the school year. It can be summed up that the family participates more in the child's adjustment to school and in the school attainment by offering opportunities for play and hobbies in the housing conditions than by the extent of stimulation offered. However, the child's stimulation in the family has a favourable impact on the child's mental capacity. Stimulated children are calmer, more concentrated, more conscientious. Thus children with more stimulative /understanding, permitting/ family background are more stable and more adaptable. Spontaneous activities are of special importance.

educational care, family, pupil, activation; 142705

330. KATAYEVA, A. - BUDNITSKAYA, I.: Chemu zhe uchit do shkoly? /What should the child be taught before going to school?/

Semya i shkola, 1983, No. 6, pp. 24-27.

The authors point out mistakes that parents do when preparing their children for school, and give advice on how and what to teach the child so as to ensure his normal development and readiness for school instruction. It is advisable to teach the child independence in everyday life, to offer him opportunities for play and for handling toys, for imitating various activities, for playing topic-oriented games, especially those reflecting interhuman relations. The child acquires an idea of the surrounding world through play. He gets to know mutual relations, moral standards, the emotional relation to what is good and what is bad. The development of thinking and speech depends, to a considerable extent, on the level of development of the child's play. The child should draw, paint, model, build. It is necessary to teach the child to observe, to learn, to compare. This is why it is recommended to talk with the child about everything he can see, to enlarge and explain his spontaneous experience.

learning, early childhood; 142953

331. KATAYEVA, A. - BUDNITSKAYA, I.: Neobkhodimost sotrudnichestva. /The necessity of cooperation./

Semya i shkola, 1983, No. 1, pp. 15-18.
1 photograph.

The child takes over experience from adults. This is an active process, the child should not remain passive, he should cooperate with the adult. Various correct ways of this cooperation help to prepare the child for transition from preschool age to the role of a pupil. The authors bring a number of examples.

early childhood, learning, educator, educational care; 142953

332. KIENIG, A.: *Dojrzałość dzieci do przedszkola.*
/The child's readiness for nursery school./
Nowa szkoła, 39, 1983, No. 5, pp. 221-223.
9 refs.

The generally accepted age limit of three years has been somewhat shaken by recent research studies and theories. Besides theoretical works /Bloom, Peyrefitte, Faure and others/, practical programmes for nursery schools experiment with lowering this "readiness limit" to two years in a number of countries /France, Belgium, the U.S., Greece/. The system of early childhood education is conceived as a whole and the prolongation of early childhood education /for children between 2 and 6/ creates better prerequisites for levelling individual differences in the children's abilities and capacities. The paper compares the Polish model with foreign ones.

nursery school, preparatory stage; 142900

333. NAUMANN-ETIENNE, M.: *Co-operation between Kindergarten and elementary school: A research project in the Federal Republic of Germany.*
International Review of Education, 29, 1983, No. 1, pp. 73-77.

This is information about a research project implemented in Bavaria since the year 1979. It was based on the principle that children aged 5 - 6 could still stay in the nursery school but good-quality preparation of these children for school instruction could be achieved through increased cooperation between nursery school teachers and primary school teachers in the respective community. The author describes forms of cooperation and results obtained so far. The research project has not been finished yet.

nursery school, primary school, cooperation, research; 141153

334. NĚMCOVÁ, J. - VELIKÁ, A.: Niektoré aspekty posudzovania školskej pripravenosti. /Some aspects of assessing readiness for school./

Predškolská výchova, 37, 1982/1983, No. 9, pp. 12-13.

The authors describe the experience of the district educational and psychological counselling centre gained in assessing children's readiness for school. Children tested here include both those that their parents want to enroll earlier /that reach the age of six till the end of the calendar year/ and those that evoke some doubts as to the level of their readiness. Children with established insufficient readiness for school are recommended by the counselling centre to postpone the beginning of their school attendance and parents are given advice on how to guide their children. In the course of the last five years, school attendance was postponed for 1.4 p.c. of children from population groups coming to primary school. Out of the total number of children that their parents wanted to send to school before they reached the age of six and that were tested to assess their readiness, 23 p.c. were recommended for school attendance. The counselling centre examines regularly children with postponed school attendance, assesses changes that have occurred in the course of the school year and gives recommendations for work with these children at school. The counselling centre also follows up children that started their school attendance earlier /follow-up checks are made in grades one, three and five/ so as to obtain feedback information concerning the correctness of its recommendations.

child, nursery school, transition, grade one, primary school; 142953

335. ORACHEVSKAYA, V.: Pedagogi smezhnykh zvenyev.
/Cooperation between educators./
Doshkolnoye vospitaniye, 1983, No. 10, pp. 35-36.

The author describes a case of cooperation between nursery school and school where, besides the usual forms of cooperation, i.e. mutual study of curricula, visits, participation in school celebrations etc., special stress is laid on the psychological readiness of children. This comprises not only the child's emotional relation to school. The aim is to prepare the nursery school child for coping with problems met mostly at the beginning of school attendance.

Children attending grade one should be taught to pay purposeful attention but the rudiments of this ability can be developed in the nursery school. Grade one children are often not able to concentrate and they get tired easily. Children coming to school make mistakes in verbal expression. This is natural but the nursery school teacher should point these mistakes out to the respective child. Otherwise the child feels disappointed at school as he used to hear only praise in the nursery school and now the teacher corrects him. Good results have been achieved with activities of the oldest nursery school children in their future school environment.

nursery school, primary school, teacher, educational care; 142953

336. SKIPOR-RYBACKA, I.: Wokół problematyki badawczej poziomu dojrzałości społecznej dzieci rozpoczynajacych naukę szkolna. /Problems of assessing the level of social readiness in children beginning their school attendance./

Chowanne, 27, 1983, No. 2, pp. 139-150.

Attention is concentrated on the child's social readiness, i.e. on whether and how the child is ready to "play a new social role" - the role of a pupil. In introduction, the author characterizes psychologists' and educators' views of school readiness in general. This is followed by a discussion of the topic stated in the title. The author distinguishes three basic requirements made on the child in the new role of a pupil: 1. requirements that follow from the curriculum, from the didactic and educational process /this comprises primarily all-round activity, the ability to participate in class work/; 2. requirements that follow from the specific nature of school as an institution, i.e. primarily from the school system of organization /the concept of a "recruit's" role is sometimes used in professional literature/ - this means the necessity to accept some given, unchangeable forms of activity /including the acceptance of a certain role in the group of peers/; 3. requirements that follow from the coexistence in a group of children of the same age /problems of socialization, interpersonal contacts, cooperation in fulfilling the assigned tasks etc./.

early childhood, socialization; 142953

337. Společný cíl a úsilí. /A common aim and joint efort./
Rodina a škola, 30, 1983, No. 10, p. 3.

This is a talk with PhDr. Anna Keřková from the Ministry of Education of the Czech Socialist Republic about cooperation between parents and nursery school teachers in the education of preschool children.

nursery school, parents, cooperation; 142900

338. ŠVANCAR, R.: Před zápisem. /Before registration./ Rodina a škola, 30, 1983, No. 1, p. 3.

This is advice to parents on how to help their child to adjust well to school work and school achievement at a period before the child starts to attend school. The parents should raise their children with love for school, they should encourage their desire for knowledge. They should not see the aim of their help in teaching their children to read, write or count.

parents, educational care, grade one, primary school; 142705

339. ZVEREV, I. D. - PODD'YAKOV, N. N. - PYSHKALO, A. M.: Problemy obucheniya detey shestiletnego vozrasta v shkole i detskom sadu. /Problems of teaching six-year-olds at school and in the nursery school./ Sovetskaya pedagogika, 1983, No. 9, pp. 44-50.

General theoretical starting points are described for the solution of problems of structure, contents and teaching methods at the level of primary school grade one and the transfer group of nursery school.
A description is given of the conception and aims of a five-year survey covering fifteen thousand six-year-olds in preparatory grades and eight thousand children in transfer groups. In all, the results confirmed that the conception was correct. However, there is a number of problems to be coped with.

nursery school, grade one, the U.S.S.R., research; 142953, 143151

340. ŽEBRAKOVSKÝ, F.: Než půjdou poprvé do školy. /Before they go to school for the first time./

Rodina a škola, 30, 1983, No. 8, p. 3.

This is advice to parents on how to prepare their children for the attendance of primary school grade one within the framework of family education.

parents, educational care, grade one, primary school; 142705

341. ŽIŽKOVÁ, R.: Jazyková výchova dětí předškolního věku jako součást přípravy na školu. /Language education of preschool children as a part of their preparation for school./

Socialistická škola, 23, 1982/1983, No. 4, pp. 168-172.

Nursery school devotes intensive care to the creative verbal expression, to artistic and locomotive expression. The curriculum stresses speech technique development, breathing exercises, articulation and an overall development of the spoken language as a preparation for transfer to primary school. This means the development of the child's vocabulary, literary pronunciation and distinctive speech, the perfection of spoken utterances and coherent speech.

nursery school, language education; 142959

6.4 Teaching aids and technical teaching equipment

342. BIYSEITOVA, A.: Tekhnicheskiye sredstva obucheniya. /Technical teaching aids./

Doshkolnoye vospitaniye, 1983, No. 7, pp. 56-57.

Audiovisual aids used in the training of nursery school teachers help to make the instruction more illustrative and they contribute to a deeper understanding of the subject matter. The students also develop skills and habits necessary for nursery school practice. Tape recordings are mostly used to demonstrate the teacher's discussions with children, children's narration and the like. The use of an epidiascope is advantageous. Film strips are mostly used in lessons making the students acquainted with new materials.

secondary teacher training school, instruction + method, didactic teaching aids; 142511

343. CESTARO, O.: I materiali didattici e di gioco e la funzioni linguistiche. /Didactic materials and toys and linguistic functions./

Scuola materna, 70, 1982/1983, No. 3, p. 177; No. 5, pp. 306-307.
16 refs.

The author devoted a whole book to these problems /1982/, here she deals briefly with the relation of play and toy to the development of language /linguistic/ structures both in general /problems of criteria for the selection of suitable aids/ and in particular with illustrative examples.

early childhood, language education, play, toy;
142959

344. ČERNOVÁ, B. - SOJKOVÁ, J.: Využití pohlednic v zaměstnáních. /The use of picture postcards in children's activities./

Predškolská výchova, 37, 1982/1983, No. 8, pp. 18-19.
2 figs.

Czechoslovak picture postcards are mostly on a good artistic level. The authors show examples of the use of picture postcards in children's activities, in the course of play, on wall-mounts and the like.

nursery school, aesthetic education; 142500

345. KIMELOVÁ, J.: Netradiční materiál při výchovné práci. /Untraditional materials in education work./

Predškolská výchova, 37, 1982/1983, No. 7, pp. 16-18.
2 photographs, 2 figs.

This is a description of things for everyday use that can be used as didactic materials. A description is given of geometric shapes cut out of carpet or pressed board, with an instruction for their use in educational work in the crèche.

crèche, educational care, teaching aid; 142500

346. KUCHAŘOVÁ, E.: Novinky z produkce n.p. Komenium. /New products of the national corporation Komenium./

Predškolská výchova, 37, 1982/1983, No. 5, pp. 25-27.
1 photograph.

This is information about new toys and aids that will be supplied to nursery schools in the year 1983. These include walking puppets, thimble puppets, sets of costumes for creative play, geometric shapes cut out of colour foils, sets of rubber stamps with instructions for their use, wooden blocks, a colour building set and a truck with a building set.
The colour filmstrip Art education I and II is designed for the education of parents, for early childhood education study centres and for teacher training schools.

nursery school, toy, pupil's aid; 142509

347. LUKA, V.: Výchovné pomůcky a předškolní výchova. /Educational aids and early childhood education./

Socialistická škola, 23, 1982/1983, No. 4, pp. 172-175.

Modern teaching aids form the material and technical basis of instruction. These aids are produced by national corporations Komenium in Prague and Učebné pomôcky /Teaching aids/ in Banská Bystrica. They supply aids directly to schools. These include primarily didactic toys and aids for children's activities that are used in nursery schools for group or individual work of children.

nursery school, teaching aid; 142509

348. PIETROVÁ, A.: Rozvíjení logického myšlení. /Developing the logical thinking./

Predškolská výchova, 37, 1982/1983, No. 7, pp. 10-13.
1 photographs, 10 figs., 2 refs.

The author describes Dienes' logical material suitable for children between five and eight years of age that she got acquainted with in nursery schools in Poland. It was introduced into nursery schools at the beginning of the 70s. A set of games was prepared for its utilization. The material consists of 48 geometric shapes that differ in colour, thickness, size and shape. No two pieces are the same in the set. An instruction is given for making this material, with examples of its use.

nursery school, intellect education, logical method; 142961

349. STÖCKLIN-MEIER, S.: Kinder benutzen Medien. /Children use the media./

Der Schweizerische Kindergarten, 73, 1983, No. 11, pp. 2-8.
6 photographs, 10 figs., 13 refs.

The author defines a medium as an information carrier that may be stored and used when necessary. Information can be in the printed form /books/, in the form of sounds /records, tapes, cassettes/, or in the form of statical or moving pictures /photographs, filmstrips/, or in a combination of picture and sound /sound film, television/. When using these media, the educator should follow the development of speech, thinking, rough and fine motor movements. Media cannot be used in isolation or onesidedly. Various play materials described here can be made by the teacher or by the children themselves and can be used as media.

child, information science; 14/29-43/11

350. Sussidi didattici per le scuole materne. /Didactic aids for nursery schools./

Scuola materna, 70, 1982/1983, No. 3, appendix pp. 1-24.

photographs, figs.

This catalogue of the magazine publisher /"I cataloghi dell' editrice La scuola", Brescia, 16, No. 12/ offers didactic aids - films, slides, records, toys and building sets - with descriptions and illustrations.

nursery school, didactic teaching aids - use, Italy; 142900

351. SYCH, V. - KOVINʹKO, L.: Ispoĺzovaniye uchebnogo oborudovaniya v rabote s detmi podgotovitelʹnoy k shkole gruppy. /The use of teaching aids in the transfer group./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 32-34.

A summary of teaching aids for six-year-old children is given in the "Type list of audiovisual aids for instruction in the preparatory grades of primary schools and in transfer groups of preschool child care facilities". The article contains a description of slide projectors suitable for preschool child care facilities and a detailed methodological instruction for the use of the filmstrip "Frontier guard", supplemented with a list of books making the children acquainted with the life of frontier guards.

nursery school, primary school - grade one, teaching aid; 142509, 142953

352. VISKUNOVA, T.: Tekhnicheskiye sredstva obucheniya v detskom sadu. /Technical teaching aids in the nursery school./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 30-31.

The author describes experience from the Perm region where the regional methodological study centre made it its aim to show the teachers how to use audio-visual aids. For this purpose, a seminar was organized by the institute for further training of teachers. Some nursery schools in Bratsk concentrated on the utilization of these aids and they changed to instructional nursery schools. In this way, experience was gained with the use of audiovisual aids in aesthetic education. After a discussion and an evaluation, these were recommended for use.

nursery school, didactic teaching aids; 142511

353. WARTBURG, U.: Instrumente mit dem Metallstab. /Instruments with metal rods./

Der Schweizerische Kindergarten, 73, 1983, No. 6, pp. 7-9.
3 photographs, 2 figs.

A detailed description is given of how to make music instruments - a hanging xylophone and a metallophone.

music + instrument; 142505

354. ZIAJKA, A.: Microcomputers in early childhood education ? A first look.

Young Children, 38, 1983, No. 5, pp. 61-67.
10 + 6 refs.

The author explains briefly the history of microcomputers and their basic principles and describes possibilities offered by the present-day customary level of microcomputers. He discusses the question of whether they can be used in early childhood education, with respect to the fact that they are comparatively costly /1,000 to 2,000 dollars/. Considering the first studies made in this direction, he expects that their use is possible and suitable. They cannot replace the teacher but they can supplement his work. One of the interesting findings from the studies is that the level of social relations and social cooperation increased in those facilities where children aged five to six had opportunities of handling microcomputers. The author points out that the use of a microcomputer is universal, it can be used for school administration, for keeping records of aids, professional literature and the like, depending on staff abilities. It is the author's opinion that microcomputers can become aids enriching the child's experience and making teachers' work more scientific.

nursery school, computer, information; 142521

7 CARE OF HEALTH AND PHYSICAL EDUCATION

7.1 Nutrition

355. LELEUX-DETRAIN, C.: *Aspects psychologiques et pratiques de l'allaitement maternel.* /Psychological and practical aspects of breast-feeding by the mother./

L'enfant, 1983, No. 1, pp. 16-24.
1 photograph, 1 fig., 26 refs.

The paper deals with various aspects of breast-feeding from a paediatrician's viewpoint. An explanation is given of its importance for the mother's and the child's health. Attention is drawn to the fact that mother-child physical contact is the child's first link with the outside world.

suckling, mother, nutrition; 142955

356. *Manger a l'école.* /Meals in the nursery school./

L'éducation enfantine, 1983/1984, No. 2, pp. 23-24.
Edited by B. Guthart.

The article expresses views of a physician concerning meals in the nursery school. Considerable importance is attached to young children's meals in the nursery school if certain conditions are fulfilled: four meals a day without one of them being the main one, good example set by adults and an atmosphere of ease in the course of meal taking.

nursery school, school meals; 142955

357. PERVOMAYSKIY, B.: "Azbuka" appetita u doshkolnika. /The ABC of a preschool child's appetite./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 71-73.

The child's appetite is an important indicator of his health. It is necessary to create conditions for the child to develop his appetite. The physiological aspect fuses with the educational one that prevails later. Breast-feeding provides a natural stimulus for showing the appetite. The child feels satisfaction when taking food in this way. Later it is necessary to feed the child at regular intervals, to prepare a quiet environment for this purpose. Stimuli and an atmosphere preceding the feeding are conditioned signals that influence the production of gastric juices and the child's positive emotional relation. It is not correct to accelerate the feeding pace. Food must be varied. This is not conditioned by a wide choice of foodstuffs, it depends on their preparation. Dry food /bread, crackers/ is also necessary; chewing increases the appetite. Appetite can be stimulated by the outside appearance of food and by the child's activity /participation in shopping, in the preparation of food and the like/.

early childhood, school meals; 140900

358. PRUSÍKOVÁ, E.: Míša obědvá ve školní jídelně. /Misha has his lunch at the school canteen./

Děti a my, 13, 1983, No. 1, p. 32.

About 85 p.c. of school children take their lunches at school canteens. The menus are prepared carefully from the viewpoint of correct nutrition and the food contains a sufficient quantity of the necessary nutriments, minerals and vitamins. A correct composition of the daily meals should cover the need for basic nutriments and the caloric values in the following way: breakfast - 25 p.c., snack - 5 p.c., lunch - 30 p.c., tea - 15 p.c. and supper - 25 p.c. The supper should complement the food so as to reach the required values. Attention should be paid primarily to breakfast. Further, the author discusses the division of food according to the contents of basic nutriments, the biological and caloric value of food, the correct quantity and ratio of all necessary nutriments, the importance of knowing what the child had at the school canteen for the correct selection of food for supper, and the importance of milk and dairy products for the child's nutrition. When choosing a menu for the supper supplementing school canteen lunches, we should take into account what the market offers in the respective season. Special menus for young children, school children and adolescents can be found in specialist literature /J. Břízová: Vaříme dětem - Cooking for children/.

child, school, school meals; 140911

359. WISHON, P. M. - BOWER, R. - ELLER, B.: Childhood obesity. Prevention and treatment.

Young Children, 39, 1983, No. 1, pp. 21-27.
1 table, 1 photograph, 22 refs.

Referring to professional publications, the authors state that childhood obesity is equally dangerous for the health as any other disease. They describe causes and conditions for the development of obesity and its health and psychological consequences. The importance of correct nutrition and movement is stressed. A table is attached, with recommendations for a diet suitable for children. Warning against overeating, the authors show that more than 20 p.c. of U. S. citizens are overweight and that 16 children out of a hundred are obese, which means a considerable danger to their health. It is primarily parents and preschool facilities that must be won over for fighting the obesity.

child, obesity, prevention; 140900

7.2 Motor development and physical exercise, locomotive education

360. ARBANT, T.: Mouvement, repos, reve. /Movement, rest, dream./

L'école maternelle française, 1982/1983, No. 6, pp. 3-13.

26 photographs.

The paper brings information about a nursery school project designed for children between two and three years of age. Its authors made it their aim to create an aesthetical environment in which the young children can spend the whole day, whose elements can be changed, adjusted and complemented in keeping with the users' needs and wishes. The authors based their solution of this intricate task on the results of studies in the sphere of social science, architecture and education. Ways of their solution applied in this case are shown on numerous photographs.

nursery school, school environment, equipment, France; 142503

361. **BERDYCHOVÁ**, J.: Vliv pohybu na harmonický rozvoj dítěte. /Movement and its effect on the child's harmonious development./

Děti a my, 13, 1983, No. 4, pp. 24-26.
2 photographs, 10 refs.

The importance of music is discussed for the child's stimulation to spontaneous movement. An analysis is made of knowledge gained in the course of a verification of the new conception of crèche programmes and new nursery school curricula as well as from the activities of sports clubs and a microanalysis of the situation in families with more children under the age of six. Music and movement are linked with strong emotions caused by the rhytmic and metric structure, and these are experienced most sensitively in the earliest childhood. Children tend naturally to rhythmic manifestations. Every healthy child reacts to music or singing without being asked to do so. The question arises what concrete possibilities are offered by music as stimuli for encouraging movement and the child's optimistic mood, which period in life is most sensitive to this effect of music and which methods used in music and locomotive education are the most successful ones. A crying suckling calms down when he hears singing. A one-year-old toddler accompanies his feeling of pleasure with movement. Two-year-old toddlers calm down when hearing a lyrical song and they fall asleep sooner than if they are left on their own. Older toddlers react well to marches. A difference can be observed in the quality of walking, the posture and generally joyous manifestations when the children hear music. If the child is presented music at the right time and in adequate doses, music becomes a means of education. The child's liking for good music survives in the period of adolescence , it brings enrichment for the whole life, besides its calming effect bringing mental harmony till old age. Music and locomotive education has sufficient scope in the educational system of child care facilities but it is neglected in family education. A public survey has shown that parents underestimate and almost completely ignore it, either consciously or due to ignorance. Thus the child does not receive enough stimuli in the most sensitive period. This reflects itself in the relation to good music, singing and cultured movement later on. Different attitudes to music and movement were observed in groups of primary school grade one children that trained for the spartakiade and those that did not. Children of the first group acquired lasting knowledge of music and movement. The following conclusions can be made on the basis of experience for the selection of music and songs for the locomotive expression of toddlers and preschool children: 1. The choice of simple nursery rhymes, easy folk songs and music with simple instrumentation is most successful. 2. Improvised movement from the range of familiar games brings the children satisfaction, pleasure and rich emotional experiences. 3. The parents should sing more for their sucklings and toddlers as this will make the song a harmonizing factor in life for them. Some aids for music and locomotive education of children in the family are mentioned.

child, physical exercise, music; 142953

362. BOSSDORF, U.: "Zur Gestaltung einer regelmässigen körperlichsportlichen Betätigung der Vorschulkinder im gesamten Tagesablauf." /Forms of regular physical education and sports activities in the daily routine of preschool children./

Neue Erziehung im Kindergarten, 36,1983, No. 4, pp. 75-80.
1 photograph.

This is an instruction for further inservice training of nursery school teachers with respect to the programme of educational work in the sphere of physical education, explaining the main principles of physical education activities, recommending sources for further study and reviewing physical training games and exercises for the individual age groups according to their physiological effectiveness.

nursery school, teacher, training, physical education; 142955

363. LE BOULCH, J.: Le développement psychomoteur, de la naissance à six ans. /Psychomotor development since birth till the age of six./

Paris, E.S.F. 1981.
Reviewed in: L'éducation enfantine, 1982/1983, No. 9, p. 34.

The book is subtitled Psychokinetics in early childhood. Its aim is to contribute to perfecting the motor adjustment function in children. It brings numerous concrete exercises and games helping the child to form a picture of his body and to orientate himself in its structure on the basis of his perception of time and rhythm.

early childhood, development, mind, motor development; 142955

364. DAVIDOVÁ, E.: Příklady cvičebních hodin. 1. hodina. /Examples of training lessons. Lesson 1./

Základní a rekreační tělesná výchova, 28, 1983, No. 4, pp. 6-7.
2 figs., 1 photograph.

This is the first of a series of training lessons for parents doing exercises with their children. The lesson contains an animated part, health exercises and acrobatic exercises. A description of these exercises is supplemented with pictures.

exercises, parents, child; 142955

365. DAVIDOVÁ, E.: Příklady cvičebních hodin. 2. a 3. hodina. /Examples of physical training lessons. Lessons 2 and 3./

Základní a rekreační tělesná výchova, 28, 1983, No. 5, pp. 3-4.
2 figs.

This is continuation of a series of training lessons for parents doing exercises with their children, containing exercises on mats, wall bars and benches. The text is supplemented with pictures.

exercises, parents, child; 142955

366. DAVIDOVÁ,E.: Rodiče a děti. 4. a 5. hodina. /Parents and children. Lessons 4 and 5./

Základní a rekreační tělesná výchova, 28, 1983, No. 6, pp. 6-7.
6 figs.

This is the next part in the series of training lessons for parents doing exercises with their children. Skipping ropes are used in the animated section of the lesson. Health and acrobatic exercises come next. A hurdle track is made for the exercise in the main part of the lesson. The text is supplemented with pictures.

exercises, parents, child; 142955

367. DVOŘÁKOVÁ, H.: Cvičební hodina pro předškolní děti. /A training lesson for preschool children./

Základní a rekreační tělesná výchova, 28, 1983, No. 12, pp. 5-6.

The aim of this training lesson is the training of the rhythmical feeling by using simple means, such as the drum or resonant pieces of wood. The lesson is divided into four parts and the test is supplemented with clear pictures.

nursery school, physical education, 142955

368. DVOŘÁKOVÁ, H.: Tělesná výchova v programu mateřské školy. /Physical education in the nursery school programme./

Predškolská výchova, 37, 1982/1983, No. 8, pp. 2-3.
1 photograph.

The results of a verification of the programme of educational work for nursery schools are discussed. Only minor changes have been made in the sphere of physical education on the basis of comments. The contents have been laid out more clearly in a graphic form, in logical sequence and with growing demands in the individual age groups. This arrangement is aimed at helping the teachers to orientate themselves quickly in the programme. Two basic requirements following from theory and research as well as from the needs of practice must be stressed

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and enforced with more intensity in the practice. These are health exercises and their correct use and the children's spontaneous or partially controlled outdoor motor activities.

nursery school, physical education; 142955

369. ERBÈS, Ch.: Bewegung wird zur Sprache. /Let's talk about movement./

Der Schweizerische Kindergarten, 73, 1983, No. 2, pp. 2-24.
9 photographs, 1 fig.

The whole issue being devoted to a single topic, the author discusses the relation between movement, dancing and speech and adds some examples from work with children. Movement is the child's need, the child realizes his body and its functions through movement. The author mentions games in which relaxation follows tension, with moments of silence in which the child must rely on his hearing only. Some games described here teach the child to control his breathing as the correct breathing is the basis for relaxation, movement, speech and singing. The child's intellectual abilities and performance should not be overestimated; the more opportunities the child has for movement and sensory perception, the more harmoniously and actively his intelligence develops. A description is given of games occupying all five senses. Locomotive education is especially efficient in early childhood as this is the period in which the child's nervous system develops. Natural need for movement is an expression of good health and of the child's ability to master new skills and knowledge. Some possibilities of locomotive activity accompanied by singing and music are described. The ability to express oneself is closely connected with the motor ability. Dancing is a special kind of expression through movement, of communication.

early childhood, physical education, Switzerland; 142955

370. Fröhliche Spiele und Übungen im Freien. /Gay outdoor games and exercises./

Neue Erziehung im Kindergarten, 16, 1983, Nos. 7/8, pp. 155-158.
7 figs., 5 refs.

This is an editorial selection of games and exercises suitable for outdoor stay with detailed methodological descriptions, prepared on the basis of books, magazines as well as nursery school practice.

nursery school, physical education, play; 142955

371. FROLOV, V. - YURKO, G.: Konspekty fizkul'turnykh zanyatiy na vozdukhe./Physical education activities suitable for outdoor stay./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 17-27.
Cont.

These draft plans for physical education activities suitable for outdoor stay are designed for groups of children between four and five, five and six, and six and seven years of age for the month of June. Eight activities are planned for each month.

nursery school, physical education; 142955

372. GASSIER, J.: Manuel du développement psycho-moteur de l'enfant. /A manual of the child's psychomotor development./

Brussels, Editions Masson 1983.
Reviewed by: Debluts, D.
L'enfant, 1983, No. 3, pp. 43-44.

The book is designed for parents and all those who are engaged professionally in the education of young children. It brings a characterization of the perinatal development from the neurological viewpoint. The description of the psychomotor development since the first months of life till the age of three is made on the basis of Gesell's and Illingworth's results. The child's development is assessed in connection with his family background. Recommendations are made of toys suitable for the individual age groups. Each chapter has a summary and is supplemented with pictures.

first childhood, development, mind, motor development; 140900

373. GEISSBÜHLER, S.: Bewegung im Mittelpunkt. /Movement in the centre of attention./

Bern, Verlag Paul Haupt 1983, 118 pp.
Reviewed in: Der Schweizerische Kindergarten, 73, 1983, No. 11, p. 22.

This educational programme for children of preschool and younger school age stresses mainly movement. Various topics are mentioned, such as: Who am I, Seven dwarfs, An autumn wood, The market, The circus, and the like. Each topic is accompanied by suggestions for drawing, modelling, building, singing, narration and, especially, for gay and intensive active games and exercises.

nursery school, physical education; 142955

374. GNIEWKOWSKI, W.: O metodach wychowania fizycznego w przedszkolu. /Methods of physical education in the nursery school./Cont.

Wychowanie w przedszkolu, 36, 1983, No.1, pp.11-19.
9 photographs.

In introduction, basic learning types /models/ are characterized: 1. the transmissively reproductive one /the child repeats and imitates what he has been shown/; 2.the situational one/the teacher creates the conditions only, a situation for the children's activity that should be spontaneous/. The practical part of the article brings exemples of games and exercises of the first type.

nursery school, physical education, instruction + method, Poland; 142955

375. GNIEWKOWSKI, W.: *O metodach wychowania fyzicznego w przedszkolu.* /Methods of physical education in the nursery school./ Cont. 1.

Wychowanie w przedszkołu, 36, 1983, No. 3, pp. 131-143.
25 figs.

The second part of the paper contains instructions and examples of locomotive games and exercises, including remedial gymnastics.

nursery school, physical education, instruction + method, Poland; 142955

376. GNIEWKOWSKI, W.: O metodach wychowania fizycnego w przedszkołu. /Metody tworcze /dedukcyjne, poszukujące/. /Methods of physical education in the nursery school. Creative /deductive, searching/ methods./

Wychowanie w przedszkołu, 36, 1983, No. 4, pp. 199-206.
4 photographs.

This is a free continuation of the first two parts of the paper on physical education in the nursery school. Special attention is paid to independent locomotive games and exercises and to their importance for the child's mental development.

nursery school, physical education, instruction + method, Poland; 142955

377. GNIEWKOWSKI, W.: Metody i formy intensyfikujące zajęcia ruchowe poprzez zastosowanie nowoczesnych rozwiazań organizacyjnych. /Methods and forms intensifying locomotive activities with the use of modern organizational forms./

Wychowanie w przedszkołu, 36, 1983, No. 6, pp. 327-337.
2 figs., 7 refs.

The relatively short period that nursery school teachers have at their disposal, especially in the so called zero grade, i.e. the transfer class, for eliminating considerable differences between children in their motor and physical abilities, calls for an intensification of the locomotive activities. The paper describes some suitable methods, such as: 1. The post /periphery/ method applied in the English-speaking countries since the 50s - the whole group /class/ of children doing various exercises is divided into a number of "posts", each of them being specified for one to three exercises, with specific exercises being done at each "post". The sequence is given in advance and thus the children move on the "periphery" of a route going from one post to another and then to the following ones. 2. The method of additional tasks, tried mainly in Switzerland in the 50s and 60s, makes use of unproductive time in the course of the "main exercise" /e.g. in queues formed in front of some apparatus and the like/. In these situations, children waiting in the queue are given the task of doing some minor exercise demanding neither much space nor any apparatus. Methods of similar exercises applied to nursery school practice have been developed mainly in the German Democratic Republic. 3. Hurdle tracks, paths - suitable especially for preschool age in outdoor playgrounds - not longer than 70 - 100 metres, with at most ten natural or artificial obstacles or difficult tasks. It is not recommended to measure time and to "compete"; the quality of movement and the execution of the assigned tasks is the important thing for children with so far little developed motor abilities. 4. Work in small groups: suitably formed /and occasionally changing/ small groups have a positive effect on the overcoming of egoism, on interaction and on the elimination of differences in children's skills and abilities, they can serve as a kind of "doping" for children with less developed motor abilities /examples are given of exercises suitable for application in small groups/. 5. Competitions of individuals, groups, children's teams are suitable in a whole number of activities but the teacher's preparation is necessary so as not to lose time by organizational matters, by dividing the children into groups and the like. Teachers in the G.D.R. use, e.g., permanent /or long-term/ division into groups, and the teams get points continually as this contributes to the emotional tension, to the competitive spirit and to the intensity of exercise done. 6. The use of music and rhythm in physical exercises.

nursery school, physical education; 142955

378. GRISHIN, V.: Igry na prokatyvaniye i nabrasyvaniye kolets. /Games with rolling and throwing the hoops./ Doshkolnoye vospitaniye, 1983, No. 6, pp. 22-23.

This is a description of several games suitable for older preschool children, stating the aim of each game and its course and giving methodological instructions.

early childhood, physical education, play; 142955

379. GROMOVA, Ye. - GROMOV, A.: Obshcherazvivayushchiye uprazhneniya dlya starshikh doshkol´nikov. /General developing exercises for older preschool children./

Doshkolnoye vospitaniye, 1983, No. 2, pp. 5-8.
7 tables.

Exercises done in pairs develop the mutual coordination of movements, the ability to tune one´s movements with those of the partner. The solution of locomotive tasks of varying difficulty trains the activity of the brain and of the nervous system. Even simple movements done in pairs require more accuracy, tuning of the speed and strength. Exercises done in pairs develop the feelings of companionship , they teach the children to help one another. What is required: the children should master the exercises individually at first; it is necessary to follow the loading of children and to dose the number of exercises, their speed and changes of positions accordingly; pairs should be made up with respect to the children´s stature and their motor abilities. An example is given of seven sets of exercises - without apparatus, with bars and with balls.

second childhood, physical education; 142955

380. YEGOROVA, V.: Gymnasticheskiye uprazhneniya i razvlecheniya v zhizni rebenka. /Gymnastic exercises and amusements in the child´s life./

Doshkolnoye vospitaniye, 1983, No. 11, pp. 20-24.

This is experience from a nursery school serving as

a sanatorium, taking care of children with impaired health, often with incorrect posture and with weak appetite. The staff effort concentrated on an intensive use of locomotive games, exercises and various amusements of sports nature, especially those taking place outdoors. Although the winter is rough in the Sakhalin, the children's outdoor stay was organized regularly with sufficient locomotive activities. These included all sorts of sports activities, such as tobogganing, skiing, skating, play on slides and in natural conditions - climbing, jumping, throwing and the like. The possibility of outdoor play widened in summer. Celebrations organized traditionally, with the parents of children participating, included The Flower Festival and Russian Winter. The results of systematic work manifested themselves in two years' time.
The attendance rate of this nursery school increased to 95 p.c. in comparison with the previous 78 p.c. Diseases of the upper respiratory tract dropped by 33 p.c. The number of normally developed children increased to 93.6 p.c. in comparison with the previous 89 p.c.

nursery school, physical education, becoming hardy, the U.S.S.R.; 142955

381. KASHCHITSYNA, N.: Razvitiye dvizheniy u detey. /Developing movement in children./

Doshkolnoye vospitaniye, 1983, No. 4, pp. 29-30.

The author describes experience with a group of children aged 1 - 2.The children were given simple tasks /e.g. let's go and visit the bear on the ladder/ to assess these children's walking and keeping the balance. Then the children were divided into four subgroups according to their individual performances and motor development. Adequate tasks and exercises were chosen for each of the subgroups. Personalized approach was used to assess the loading. The parents were made acquainted with the results of the work and told what to pay attention to at home.

crèche, physical education; 142955

382. KOSMALA, M.: Załozenia programowe ogrodów przy przedszkolach. /Programmed use of nursery school playgrounds./

Wychowanie w przedszkołu, 36, 1983, Nos. 7/8, pp. 406-416.
1 table, 4 photographs, 23 refs.

This is an analysis of the present-day state of nursery school playgrounds in Warsaw /size, technical facilities, possibilities of programmed use, e.g. for locomotive games, for exercises on natural or built apparatus, play with sand, water, corners for various topic-oriented games, summer houses, terraces, theatre corners, beds for flowers, rock plants and the like/. The three basic functions of playgrounds /or places for children's outdoor stay/ are analyzed in more detail - they are to offer space for the children's movement and exercise, to enable differentiated and varied games, especially of the constructional type, and, finally, to offer contact with the nature and to develop the children's interest in life in the nature. Special additional possibilities for children's activities supplement these basic functions. However, this is an analytical distinction - in practice, children's activities comprise all or, at least, some of the basic functions at the same time. Reference is made to extensive bibliography. The paper is one of the first attempts at systematic programming of the education of preschool children outside the school building.

nursery school, playground, Poland; 142501

383. KOZLOV, A.: Razvitiye ravnovesiya u detey./Developing the balance in children./

Doshkolnoye vospitaniye, 1983, No. 1, pp. 11-14.

The children learn to keep balance spontaneously, in the course of walking, running, crawling, climbing, jumping, in skiing and jumping and by means of special exercises. The basic criterion for judging how difficult the respective exercise is can be the location of the centre of gravity of the body above the supporting surface, the most stable position thus being the one with low position of the body and with maximum supporting surface. The author discusses exercises made while the child is standing or crouching - various movements of the legs and arms. He begins with the easiest ones based on raising the centre of gravity. The exercises get more difficult gradually, with the rising centre of gravity. The exercises described here form a system and can be used in various parts of physical education activities. The teacher can choose individual exercises or a whole group of them.

nursery school, physical education; 142955

384. NAZAROVA, R.: Na zaryadku, malyshi ! /Let's do some exercises, children./

Semya i shkola, 1983, No. 4, pp. 55-57.
11 photographs.

The child should be taught to move since his earliest childhood just the same as he is taught to eat and to speak, he should be allowed to feel the pleasure of movement. A detailed description is given of the tecnnique of massages and gymnastics suitable for children between the ages of one month and twelve months. Gymnastics is of a passive nature in this period, the exercises are done with the help of an adult. The morning exercise of children aged three to four years should include walking and running in various forms with variations, movement should be motivated by imitation and play. It is recommended to finish off the morning exercise by wiping the body with water, starting with the temperature of 32 - 34° C and ending with 18 - 21°C.

early childhodd, physical education, the U.S.S.R.; 142955

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385. **PENZULAYEVA, L.:** Primernyie plany fizkul´turnykh zanyatiy. /Examples of plans for physical education activities./

Doshkolnoye vospitaniye, 1983, No. 12, pp. 29-39.

The middle group of nursery school children should continue learning the basic movements, walking, running, jumping, throwing, crawling and keeping the balance. Examples of 48 plans of physical education activities covering the whole school year from September to August contain tasks laid down in curricula in a gradual, systematic sequence. The gradual mastering of exercises helps the children to acquire the required habits and skills, to utilize them in the course of play and in independent locomotive activities.

nursery school, physical education, the U.S.S.R.;
142955

386. **PONOMAREVA, N.:** Organizatsiya progulok na prirodu i ikh rol´ vo vsestoronnom razvitiyi detey. /The organization of outings into the nature and their role in the child´s all-round development./

Doshkolnoye vospitaniye, 1983, No. 8, pp. 11-14.

The author describes experience with organizing longer outings - trips. To increase the children´s interest, the walks acquired the nature of tourist hikes. The children got small knapsacks in which each of them had a bottle with some drink /and a Thermos flask with tea in winter/, a napkin, a small rug , a book and a toy. The route length was about 2,5 kilometres and up to 4 kilometres in the transfer group. A stop was planned after about 20 - 30 minutes of walking, the children had a rest, had drinks, observed the nature, played with toys they had brought with them. The outing took about two and a half hours, including the rest. The children's pulse and breathing were, observed in the course of the outing. If no increased values were found, the teachers contemplated ways of increasing the load the next time. There were two outings in each of the year's seasons. A detailed description is given of four outings organized for the group of older children.

nursery school, walk; 142955

387. SERGEYENYA, I.: O dvigatel'noy aktivnosti detey.
/Children's locomotive activities./
Doshkolnoye vospitaniye, 1983, No. 3, p. 26.

The period between three and seven years of age is characterized by an intensive development of movements. For instance, the results increase more than twice in jumping and four times in throwing. This is why this period is the most favourable one for the development of movements. The children's locomotive activities influence the development of movements. There are considerable differences that require personalized approach.

Children with good locomotive abilities should be occupied adequately so as not to brake their development. Attention should be paid to children with limited locomotive activity as they might tend to avoid group games for fear of failure. The author describes an experiment made with a group of 67 children with limited motor development. A questionnaire was used and it was found out that most of these children had learnt to walk late, due to various reasons. The experiment was conducted for a period of two years. The children were given adequate locomotive tasks and conditions were created for fulfilling these tasks. Stress was laid primarily on initiative, courage and inventiveness. In the course of the experiment, motor development accelerated and the children succeeded in catching up with their peers. It can be concluded from this experiment that retarded motor development can be remedied by purposeful and systematic educational practice. However, it takes several years and intensive cooperation with the parents is necessary.

second childhood, physical education, activity;
142955

388. SMÍTKOVÁ, Z.: Náměty k aktivizaci pohybu. /Suggestions for an activation of movement./

Predškolská výchova, 38, 1983/1984, No. 3, pp. 18-20.
6 figs.

The correct posture is the physiologically most suitable posture not only in all statical positions but also in the course of movement of the individual parts of the body. Correct posture is a necessary prerequisite for any kind of exercise. Locomotive activity should be developed simultaneously with training the correct posture as there is no correct locomotive activity without it. The locomotive activity of the youngest children can be increased by exercise in the nature of play. This is exercise based on the use of locomotive contrasts and its effect may be further enhanced by including contrasts in space, pace and dynamic contrasts. A number of these exercises is described and shown in sketches accompanied by methodological instructions.

child, physical education, activity; 142955

389. TOMANOVÁ, J.: Význam pohybové výchovy pro pěstování výtvarného a estetického cítění dítěte.
/The importance of locomotive education for the development of the child's creative and aesthetic feeling./

Estetická výchova, 23, 1982/1983, No. 6, pp. 149-150.
1 photograph, 3 refs.

The article discusses problems of locomotive education in the process of education and the contribution of dance as an educational discipline for the child´s shaping personality.

early childhood, physical education, aesthetic education; 142955

390. TRET´YAKOVA, N.: Razvitiye osnovnykh dvizheniy.
/Developing the basic movements./

Doshkolnoye vospitaniye, 1983, No. 8, pp. 22-25.

The author describes experience of a creche-cum-kindergarten where special attention is paid to developing the basic movements. Plans are prepared for one-month periods for children below the age of one year and for three-month periods for childred aged 1 - 3. They contain primarily walking, crawling and throwing the ball. Some model plans are attached. The activities take place twice a week, each for a period of ten to fifteen minutes. The younger group has morning exercise before breakfast every day. Locomotive games are organized in the course of walks that take place twice a day. There are ladders, pens and carrousels in the garden that may be used for training the walking and crawling. A physician and a children´s nurse are sometimes present in the course of physical education activities, they follow the intensity of the activities by means of instruments and give recommendations regarding their contents and pace.

crèche, nursery school, physical education, the U.S.S.R.; 142955

391. VAVILOVA, Ye.: Formirovaniye interesa k dvigatel´noy deyatel´nosti. /Shaping the interest in locomotive activity/

Doshkolnoye vospitaniye, 1983, No. 6, pp. 10-12.

The need for movement is characteristic for children of preschool age. Nevertheless, it is necessary to develop their positive attitude to physical training, to locomotive and sports games, to swimming. Emotional motivation, praise and joy over the exercise are most suitable for these children. Joyful mood created by the teacher encourages the children's activity and stimulates them to higher performance. It is necessary to create conditions enabling the children to occupy themselves with physical exercise and games on their own initiative. To keep the exercise interesting all the time, it is necessary to bring something new every time, to use a new variant. Adequately increasing requirements keep the children interested and support their effort to perfect their capabilities. Special attention should be paid to little active children; their motor activity should be stimulated by new exercises or with new apparatus, they should be made to join animated games of their peers. It is necessary to organize physical exercises in varying weather conditions. Outdoor exercise and locomotive games all year round strengthen the children's health and will. The increasing of motor activity may be influenced by a number of factors, also by visits to sports stadiums and by pictures of sportsmen and books about them. The children wish to become as strong and courageous as these sports champions and this becomes the motive for their motor activities.

early childhood, physical education; 142955

392. VAVILOVA, Ye.: Obucheniye khod'be starshikh doshkol'nikov. /Teaching older preschool children to walk./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 12-14.

When walking, the children strengthen their supporting motor system, they train their breathing system and blood circulation. This is why walking is of importance in the morning exercise. Demands should be increased gradually: by changing the speed, using obstacles, walking over rough ground. To keep walking exercises interesting, it is necessary to change their organization and, primarily, to accompany them with music. The author describes games suitable for training the walking for the individual age groups of children between four and seven.

early childhood, physical education, athletics; 142955

7.3 Health care aspects; daily routine

393. BENEŠOVÁ, V.: Já spát nechci ! /I do not want to go to bed !/

Rodina a škola, 30, 1983, No. 9, p. 5.

The importance of sufficient sleep for the physical and mental health of a preschool child is discussed. Lack of sleep or disturbed sleep rhythm manifests itself very soon both in the child's performance and in his mood. The child makes more mistakes, the risk of accidents increases. The child is more nervous and irritable, he displays negative traits, such as refractoriness and unsociableness.

early childhood, sleep; 142955

394. BLÁHOVÁ, O.: Nosní a krční mandle u dětí. /Adenoids and tonsils in children./

Rodina a škola, 30, 1983, No. 9, p. 11.

Healthy adenoids and tonsils are important organs in the human body. However, if they are changed pathologically, they may cause disorders - very serious ones sometimes. Surgical removal of adenoids is practically without any problems; the removal of tonsils must be judged by the physician. Increased growth of the adenoids and diseases of the tonsils may be prevented by sufficiently long outdoor stay, by becoming hardy and by sufficient sleep. The food should contain a sufficient quantity of proteins, vitamins and calcium.

child, illness + upper respiratory tract, becoming hardy, prevention; 140900

395. BURMEISTER, G.: Im Mittelpunkt: Die gesunde Entwicklung der Vorschulkinder. /In the focus of attention: Healthy development of preschool children./

Neue Erziehung im Kindergarten, 36, 1983, Nos. 7/8, pp. 152-154, 159.
3 photographs, 3 refs.

The author - a paediatrician - stresses the importance of the child's outdoor stay that contributes to the child's healthy development. She states hygienic, health and safety parameters applying to children's playgrounds and their facilities and standards that must be adhered to unconditionally in the course of the children's outdoor stay.

child, physical education, playground, facility; 142501

396. **DAMBORSKÁ, M.**: Obtížné cesty hledání. /Difficult ways of search./

Československá pediatrie, 38, 1983, No. 1, pp. 50-54. 10 refs.

The author evaluates her thirty years' work in an infant home and reflects on the changes in views occurring in this period. She reminds of the era of the problematic use of masks, discusses epidemics of diarrhoea and carriers of the pathogenous E. coli, various approaches to and evaluations of institutional education of children, the preference for keeping the infants in the prone position and she tries to distinguish between fashion waves and conscious, untiring search for the best approach to institutionalized children. The present-day method of treating institutionalized children is based on the conviction that they can develop spontaneously, on deliberate kind treatment of the child that is intended to satisfy all his needs, to evoke in him a feeling of pleasure and, later, of joy and to motivate him to activity.

infant, infant home, education; 142753

397. **FAJSTAVR, J.**: Krční a nosohltanová mandle. /Tonsils and adenoids./

Děti a my, 13, 1983, No. 4, p. 16.

The human organism is exposed to a whole number of detrimental factors, primarily to microbes that cause inflammations and infectious diseases. Natural gates for the penetration of infection are the nose, the nasopharynx, the oral cavity and the pharynx. Protection against infection is rendered by special tissues. These are the adenoids and the tonsils. The tonsils are of the greatest importance as they are able to dispose of most of the microorganisms. Research studies conducted in recent years confirm that the tonsils play an important role in the protection of the human organism against infection. A manifestation of fight with the microbes is their acute inflammation - the tonsillitis. Frequent tonsillitis causes changes in the tonsils that lead to a chronic inflammation. Acute as well as chronic tonsillitis causes complications /inflammation of the lymph nodes, of the cardiac muscle, kidneys, joints and nerves/. This makes it sometimes necessary to perform tonsillectomy but careful consideration should precede. A survey is given of ways that may sometimes prevent the unnecessary removal of the tonsils. There is another lymphatic tissue in the nasopharynx - the adenoids that may sometimes enlarge and cause frequent inflammations of the upper respiratory tract, chronic infections, inflammations of the cavities, and lead to disturbances in the correct development of the palate, the teeth and the chest. The only solution is immediate removal of the adenoids.

child, illness + upper respiratory tract, tonsillitis;
14090000

398. FIŠER, J.: Současnost a perspektivy školního zdravotnictví. /Present-day system of health care for school children and its future prospects./

Děti a my, 11, 1983, No. 1, pp. 4-6.
3 photographs.

A characterization is given of the present-day tasks in health care for school children. School doctors influence those spheres of education that are within their competence /paediatric assessment of the pupils' growth and development, direct treatment and preventive actions, vaccination, care for pupils that are under permanent medical control, prevention and health counselling rendered to pupils and their parents/. The article discusses the assessment of the children's school readiness, specific features of the care for a convalescent pupil and characteristic features of the cooperation between the family, the school and the paediatrician in this respect. A characterization is given of teacher's role in the care for convalescent children. The latest medical knowledge should be applied to the hygiene of the process of education, in the pupils' out-of-school activities and in their home preparation for instruction. The pupils' correct daily routine is of importance for their health. Studies of the causes of pupils' fatigue appearing in the course of instruction show that a number of factors contributes to early and chronic fatigue. School doctors intensify their professional activities and methodological counselling activities in cooperation with teachers and parents in a number of other important spheres, they coordinate the activities of all other school health workers. This coordination finds its expression in the uniform plan of work for the school health care for the whole school year. The plan is discussed with the headmaster, who takes the initiative in securing the physicians' cooperation with teachers and with the pupils' parents. The headmaster includes a discussion of problems of the health care for pupils on the agenda of the educational council twice a year. A plan of remedial measures taken by the school is prepared, plan fulfilment is checked and discussed in detail as a part of the final evaluation made by the end of the school year. The author mentions problems facing school health care at present. The importance of the school doctors' role is characterized. The school health care system with its preventive contents and the application of the latest knowledge in medicine is important in everyday school work and in the education of the young generation in the family.

health care + school, pupil + care; 140913

399. HIGHBERGER, R. - BOYNTON, M.: Preventing illness in infant/toddler day care.

Young Children, 38, 1983, No. 3, pp. 3-8.
2 photographs, 1 table, 9 refs.

The authors review the most effective ways of preventing illness in infant and toddler day care centres. They suggest a simple system of regular sanitary activities for every week of the children's stay.

first childhood, sickness rate, prevention;
142955

400. Hmotnost těla podle výšky v dětském věku. /Body weight and stature in infancy/ K. Hajniš.....
Československá pediatrie, 38, 1983, No. 11, pp. 670-679.
6 tables, 14 refs.

The paper presents the results of examinations covering 10,323 Czech and Slovak children /boys and girls at ages ranging between one and a half years and fifteen years/ presented in the form of tables: 1/ tables giving the development of stature and weight for Czech and Slovak children separately and for both sexes also separately; tables of weight percentiles for every ascertained centimetre of body height /3, 16, 25, 50, 75, 84, 97 percentiles/. A comparison of the calculated mean values of stature and weight with thé results of a statewide survey of children and young people conducted in the year 1971 shows that there is practically no difference in weight. Contrary to this, a mild increase is observed in the stature /especially in older children/ in this short period, probably within the framework of an acceleration of the overall somatic development.

child, age, stature, research, Czechoslovakia; 140900

401. HOLÝ, J.: Nový pohled na mytí rukou. /Washing of the hands in a new light./

Děti a my, 13, 1983, No.1, pp. 24-25.
1 photograph.

The very important habit of washing one's hands is presented in a new light. In his works, Comenius stressed the importance of overall cleanness not only for the health of an individual but also as the main principle of social hygiene. Scientific reasoning was supplied only after the development of bacteriology and virology. Washing one's hands is a kind of prevention against diseases of the alimentary system caused by viruses. Viruses spread not only through the air, they also spread by dirty hands /the respiratory syncytial virus survives on changing tables, on rubber gloves or the staff's hands for six hours/. The situation is similar with rhinoviruses that cause diseases of the respiratory tract. Frequent washing of hands after each contact with a sick person or things that person touched, limited contact with the nose and the facial part of the head prevents the infection caused by these viruses from spreading. The whole society should create conditions facilitating as frequent washing of hands as possible.

child, hygiene; 140900

402. HOUŠTĚK, J. - VÁVROVÁ, V.: Cystická fibróza. /Cystic fibrosis./

Děti a my, 13, 1983, No. 3, pp. 16-17.

Cystic fibrosis is a congenital chronic disease belonging to the most frequent congenital developmental defects. It is the underlying cause of the majority of children's chronical diseases of the respiratory tract /at least 100 children are born with cystic fibrosis every year/. The disease manifests itself soon after the birth in 10 p.c. of children affected by it in the form of an obstruction of the intestines requiring surgical treatment. Pancreatic disorders are observed in 80 - 85 p.c. of children afflicted with CF while 98 - 99 p.c. of them have conspicuously salty perspiration. The respiratory tract is affected practically in all of these children - the symptoms manifest themselves at different ages. Sometimes the first manifestations of this disease are complications, such as cirrhosis of the liver, or heart failure. Up to 90 p.c. of men with CF are sterile. The cause of this disease is not known. It is a hereditary biochemical deviation and little is known about its nature. As for the genetic problems of this disease, there is a 25 p.c. risk that the child of two carriers of the CF gene will be affected by the disease, irrespective of the sex and regardless of the previous pregnancies and their results. There is no reliable method enabling the detection of the carriers of the CF gene and the disease cannot be detected in the first months of pregnancy, either. A characterisation is given of the physician's role in counselling the parents endangered by the risk of cystic fibrosis. The course of the disease is different in every child. A detailed description of its symptoms was published only in the year 1936 and a final analysis of the disease was made two years later. The International Society for Cystic Fibrosis was founded with 33 member countries; in Czechoslovakia, a commission on cystic fibrosis was set up within the framework of the Czech Paediatric Society. An international congress on cystic fibrosis takes place regulerly once in four years. In Czechoslovakia, this disease is consistently studied and dealt with at the Second Children's Clinic and at the Research Institute for the Child's Development at the Faculty Hospital in Prague - Motol. Specific features of raising a child suffering from cystic fibrosis are outlined. The child should be raised to accept all restrictions brought by the disease as natural. The care for a chronically sick child makes also considerable financial demands on the family. The parents of such children are granted special contributions since the child's first birthday on the basis of a decision taken by the social welfare commision of the respective local authority.

child, disease, family + education; 140900

403. CHARITONOVA, G.: Ob organizatsii fizicheskogo vospitaniya detey. /Organization of children's physical education./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 16-25.
3 figs., 2 charts, 1 table.

The article discusses experience from a crèche-cum-kindergarten in Brest where outstanding results were obtained in the unionwide check of preschool child care facilities concentrating on the protection of health and a lowering of the sickness rate. There are twelve groups in this child care facility - 100 children of crèche age and 210 children of kindergarten age. Well-thought-out organization of physical education activities helps to reach 78 - 85 p.c. of motor intensity. These activities take place mostly in the open air. Regular exercises increase the children's motor activity and enable them to master movements of sports nature /skiing, skating and the like/. The oldest children play hockey, table tennis, basketball, gorodki, football. The exercise done after the afternoon sleep is combined with an air bath. The motor activity has increased two to three times; it represents one hour a day in the group of older children, and 75 - 80 minutes in the transfer group. Besides, conditions are created for the children's spontaneous motor activities both outdoors and indoors. To train the children's perseverance, walks are organized in combination with certain physical load; the oldest children can walk 3 - 3.5 kilometres. The results of educational and medical checks are evaluated regularly at educational and operational meetings.

The methodological prep room is used for collecting materials on the contents and methodology of physical education. These include plans of activities, blocks of morning exercises, plans for physical education performances, a card index of locomotive games and physical exercises supplemented with photographs and annotations. Parents are involved in the physical education of their children, too. This also makes it possible to learn about good experience in family education that can be popularized at joint meetings. Increased attention paid to physical education has brought results. The average sickness rate per child has dropped. It represented 9.9 days in the year 1979 but only 3.7 days in the year 1981. The attendance index has increased: it grew from 81.8 p.c. in the year 1979 to 89.8 p.c. in the year 1981.

crèche, nursery school, physical education, Byelorussian S.S.R.; 142955

404. CHRUSHCHEV, S.: Gipokineziya i ozdorovitel'naya rol' fizichskoy kul'tury. /Lack of movement and the therapeutic role of physical education./

Doshkolnoye vospitaniye, 1983, No. 11, pp. 50-52.

The scientific and technological revolution eliminates hard physical labour but it also brings a decrease in the physical activity with all its unfavourable consequences. Movement is a biological need for preschool children. There is a standard of motor activity for each age group. If the quantity and quality of the child's movements does not reach this standard, the consequence is slowed-down development and a lowering of the functional and adaptive possibilities of the organism. A systematic development of the child's motor activity should begin since the first weeks after birth. Exercises, massages and swimming are includdd in the child's daily routine. All this has a positive impact on the suckling's overall development and it makes the suckling's organism hardy. These elements of physical education influence positively the development of prematurely born children, too. Child care facilities organize physical education activities. These should be supplemented in the family, too. Children over the age of two can do regular exercises for 8 - 10 minutes a day, children over four can do them for 30 - 40 minutes. These activities should preferably take place in the open air; elements of sports activities should be included, too.

early childhood, physical education, motor development; 142955

405. KAŇOVÁ, J. - KUBEŠOVÁ, R.: Výchovné programy u hospitalizovaných dětí. /Educational programmes for hospitalized children./

Zdravotnická pracovnice, 33, 1983, No.8, pp. 457-461.
3 photographs.

In the period of hospitalization in the children's ward, the child suffers by the separation from his mother and by being placed in an unknown environment. This is why it is necessary to keep the child occupied, kept by some interest lest he should suffer from depressions that weaken the child's resistance and impede the treatment. The children's ward of the city hospital with policlinic in Ostrava employs an education nurse that cooperates with nursery school teachers. The children are taken care of by the nursery school teacher in the morning and by the nurse and the education nurse in the afternoon. A card index of games has been made to help the education nurse work systematically and purposefully. Cards contain methodological procedures for various games with respect to age and to elements of education. These cards help the nurse to choose games for children of the respective age group, thus contributing to an improvement in the educational programmes the nurses use.

child, hospitalism; 140900

406. KENDALL, E. D.: Child care and disease. What is the link ?

Young Children, 38, 1983, No. 5, pp. 68-77.
1 photograph, 59 refs.

As the original 12 p.c. of children attending day care centres in the year 1950 grew to 42 p.c. of all children in the year 1978, it is necessary to pay increased attention to problems of their health.

The author presents a survey of studies conducted in this sphere and states interesting data concerning the occurrence of various diseases in child care facilities. In conclusion, he gives a number of recommendations for the practice helping to prevent diseases, increased personal hygiene of both children and those taking care of them being in the first place. The article is supplemented with a rich list of references.

child, nursery school, disease, care, prevention;
140900

407. KIRYUSHKINA, G.: *Sovmestnaya rabota detskogo sada i sem´yi po vospitaniyu fizicheskoy kul´tury u detey.* /Joint work of the nursery school and the family in physical education of children./

Doshkolnoye vospitaniye, 1983, No. 7, pp. 29-30.

The author describes the experience of a crèche-cum-kindergarten that set itself the aim to decrease the children´s sickness rate. To decrease the sickness rate of crèche children in the adjustment period, the staff workers began to cooperate with the local children´s health centre. A wall-mount saying "Your child is going to the crèche" was placed in the health centre; it showed the daily routine for the individual age groups, the menu, sets of massages and physical exercises, recommendations for the parents. It was observed that the sickness rate was higher on Mondays. The cause was the irregular daily routine of children over the weekends. The nursery school gave the impetus for setting up a playground for the children inside a house block by parents and other occupants. Staff workers gave the parents instructions for organizing the children's outdoor stay. Regular bathing in a paddling pool also helped to decrease the children's sickness rate.

nursery school, cooperation, family, physical education, way of living; 142955

408. KOMÍNEK, J. - ROZKOVCOVÁ, E.: Vývoj chrupu a jeho poruchy. /The development of teeth and its disorders./
Děti a my, 13, 1983, No. 2, pp. 19-20.
3 photographs, 1 table.

The article discusses problems of the development of teeth and characterizes its irregularities. A table shows the progress of the cutting of teeth. Three basic features of tooth development are characterized. The teeth begin to develop at the beginning of intrauterine life when the rudimentary form of all milk teeth develops. The rudiments of the first permanent molars, incisors and canines are formed by the end of pregnancy while those of the other permanent teeth develop in the first years of life. Permanent teeth mineralize only after birth. The cutting of teeth is only a rough indicator of the development of teeth. The development of teeth does not end with the cutting. The development of teeth may be affected negatively by any pathological condition that may disturb the balance of the metabolism at a period when the dental tissues develop /diseases of the respiratory tract, otitis, alimentary disorders/ as well as by some substances /drugs administered in early childhood - tetracycline antibiotics/. The knowledge of the individual stages of development is of importance for preventive measures against caries /fluor preparations, fluorization of drinking water, fluorized toothpastes/. Disorders in the development of dental tissues grow more frequent in spite of the prohibition of tetracycline therapy in young children due to the high sickness rate of the children's population caused by viruses. The main form of the prevention of hypoplasia and other developmental defects of the teeth is increased care for the child's health, avoidance of tetracycline antibiotics at the time of the development of teeth, correct nutrition and fluor in suitable doses.

child, health care + care; 140900

409. KONSTANTINOVA, T.: Organizatsiya raboty po okhrane zdorov'ya detey. /Organizing the care for children's health./

Doshkolnoye vospitanie, 1983, No. 3, pp. 15-16.

The author describes experience of a crèche-cum-kindergarten in Minsk. At a staff meeting at the beginning of the school year, a physician presents a characterization of the children's health state and points out those that require special attention. To become more hardy, the children take alternate cold and warm baths - younger ones of the legs only, older ones of the whole body. An adjustment sheet filled in for each child states the child´s mood, sleep, appetite, relations to other children. Before the child is accepted to the facility, the parents fill in a questionnaire that informs about the child´s individual traits and habits, his favourite toys and the like. The sickness rate of the children is followed every month; a physician ascertains its causes and suggests measures leading to its decrease. The sickness rate of the individual classes is shown on a wall mount. Attention is paid to the health education of parents, too.

early childhood, health care + care, Byelorussian S.S.R.; 142955

410. KURPAŠOVÁ, O.: Spolupráca so zubnou lekárkou. /Cooperation with the dentist./

Predškolská výchova, 37, 1982/1983, No.10, pp. 25-26.

The article describes experience from a nursery school where a dental surgery is directly in the school building. The dentist came to see the nursery school children without her white overall at first, just to get acquainted with them. Then the children came to see the dentist´s surgery, with the "chair for the cosmonaut with a little fountain". The examination of the youngest children´s teeth was made in the form of a play. The children dressed in white overalls like the dentist and the dentist´s assistant. While playing, they opened their mouths willingly. The dentist showed the children how to clean the teeth correctly and showed them also a film strip about a friend called Tutti-frutti /which is a children´s toothpaste brand/. Now the children come to the dentist without any fear.

nursery school, health care + care, health worker;
142955

411. LESKOVA, T. - NOTKINA, N.: Vliyaniye fizkultminutki na fizicheskoye sostoyaniye i umstvennuyu rabotosposobnost´ detey. /The effect of physical education on children´s health and intellectual performance./
Doshkolnoye vospitaniye, 1983, No. 6, pp. 6-10.

To remain in a statical position represents the biggest load for preschool children. The metabolism slows down, the brain is supplied with blood to a limited extent, an increase can be observed in the blood pressure and the pulse, the breathing is disturbed. These changes lead to fatigue and to decreased performance. Research studies show that the first symptoms of fatigue appear after 7 - 9 minutes in children of the middle group and after 10 - 12 minutes in children of the older group. This fatigue can be prevented by including physical exercises in organized activities. The authors studied the effect of these exercises of varying nature and intensity on the children's physical condition and performance. They tried to find exercises for the individual types of activities that would be in some relation to the respective activity, that would not disturb the activity and distract the children's attention from it. Some examples are given of physical exercises included in the individual types of activities, namely in those developing the mathematical concepts, those developing the children's speech and in art activities.

child, early childhood, fatigue, prevention, physical education; 142955

412. LIMPERT, U.: Zu Fragen der gesundheitserzieherischen Arbeit in der Krippe. /Problems of health education in the crèche./

Neue Erziehung im Kindergarten, 36, 1983, No. 10, pp. 218-220.
1 photograph.

The author discusses methods and forms of care for the crèche child's health. She proves that order, regularity and consistent fulfilling of everyday tasks are the best guarantee of educational care. Further, she gives some examples and suggestions for the organization of children's activities and their environment that would be stimulative.

crèche, health care + care; 142955

413. LISÁ, L.: Dovolená s alergickým dítětem. /A holiday with an allergic child./

Děti a my, 11, 1983, No. 2, p. 16.

The article defines allergy and points out the importance of choosing correctly where to spend the holiday with an allergic child. Forms and kinds of allergy are discussed /skin allergy in the form of eczema, reactions to insect bites, reactions of mucous membranes and food allergy/. Allergy to cold, heat and sunshine is rare. People going to spend their holiday with a child suffering from skin allergy should choose dustfree environment. The child's overheating and sweating should be prevented. The length of exposure to sun should be extended gradually. If they go to their cottage, they should disinfect it after arrival. Hay fever /with symptoms manifesting themselves since April to July or in August and September/ requires places with no blooming grass. Mountainous regions are most suitable for children with bronchial asthma. The environment should be suitable for the child /it is necessary to remove feather pillows, to prevent the child's contact with animals, to wipe everything with a wet cloth, to remove insects/. Summer months should be used to make the child more hardy. Food allergy causes abdominal pain, vomiting, diarrhoea. It appears after milk, fruit, eggs, cocoa and pulses. Those spending their holiday with an allergic child should adhere to the following principles: 1. Take measures preventing the child's contact with allergens. 2. Maintain the hygiene of the environment. 3. Choose suitable places to stay. 4. If the child goes to a summer camp, inform the leader about the child's disease. 5. Do not forget the insects - prevent the most serious reaction to bee or wasp bites /allergic shock/.

child, disease, family + education, holiday; 142713

414. OLMROVÁ, J.: Máme doma tlouštíka. /We've got a Fatty at home./

Děti a my, 13, 1983, No. 1, pp. 25-26.
1 photograph.

Using the form of questions and answers, the author gives instructions on how to raise an obese child in the family, how to adjust the environemnt, how to approach the child mentally, how to help the child in the least conspicuous way to join his peers.

family + education, child, obesity; 142713

415. PETŘÍK, J. - OSVALDOVÁ, B.: Pro zdravé zuby. Aneb stomatologie v denní praxi. /For healthy teeth. Or stomatology in everyday practice./

Děti a my, 13, 1983, No. 3, pp. 22-23.
1 photograph.

The importance of prevention in the stomatological practice is discussed, together with the importance of maintaining one's teeth till old age. The aim is to raise the child in such a way that he takes an active care of his teeth, eats in keeping with the requirements of the correct way of living and visits the dentist without traumatizing experiences. The first prerequisite of this is the hygiene of the oral cavity. The child's mouth should be cleaned with cotton wool soaked in camomille ever since his birth. When the child's milk teeth are cut, the child should be given a soft toothbrush without any toothpaste, at first being allowed to play with it, too, and later learning to clean his teeth twice a day, including the rear part of the teeth that is the most endangered one. The best educational method is the parents' personal example. The second prerequisite of the education is healthy nourishment and restriction of sweets. The child should not be given a dummy dipped in sweet liquid, he should be given no sweets and taught to eat some fruit, vegetables or milk products after sweet dishes.Sweets should never be used to still the hunger. The child should rinse his mouth each time after eating some sweets. The preparation for dental treatment is important, too. The child should visit the dentist for the first time at the age of two or three. The child should never be told lies and he should be prepared for this visit carefully. He should never be threatened with the dentist or taken to the dentist while he is ill or in convalescence. This is the only way how to prevent the child's traumatization and win him over for an active cooperation with the dentist.

child, health education, health care + care; 140900

416. POKORNÁ, M.: Péče o pokožku dítěte v létě. /Care for the child's skin in summer./

Rodina a škola, 30, 1983, No. 7, p. 3.

This is advice to adults on how to take care of the child's skin in hot summer days, with the aim of preventing effectively skin diseases. The author describes concrete treatment for various kinds of disorders.

child, care, skin; 142955

417. PONOMAREVA, N.: Stsenarii progulok - pokhodov. /Plans of walks and marches./

Doshkolnoye vospitaniye, 1983, No. 9, pp. 29-33.

This is a free continuation of the article entitled Organizing outings into the nature and their role in the all-round development of children, written by the same author and published in No. 8. A descriptiong is given of five outings for children from the transfer class. The walking is extended to three to five kilometres /in the summer season/. The total time of the outing is up to two and a half hours. Each outing is of a cognitive nature, too. This is why it is important to think well over its contents in advance, to make a list of buildings and structures that the children will get acquainted with in the course of the outing, to determine suitable clothing in keeping with the weather. A rest of five to ten minutes is included after every twenty to twenty-five minutes of walking.

nursery school, walk, the U.S.S.R.; 142955

418. POUX, M. A.: *Dormir à la maternelle.* /Sleeping in the nursery school./

L'éducation enfantine, 1983/1984, No. 3, pp. 19-21.

The article contains an interview with a physician about sleep in the nursery school. Sufficient sleep is vital for the child's healthy development. To secure conditions of undisturbed sleep in the nursery school for each child, it is necessary to respect the natural life rhythm of the child and his individual needs /two-year-olds need sleep in more phases, six-year-olds refuse afternoon sleep/, to enable each child sleep when and as long as he needs it. The adult's good example helps to develop the habit of sleeping in the nursery school.

nursery school, sleep; 142955

419. Das Projekt Gesundheitserziehung an der Pädagogischen Arbeitsstelle des Kantons St. Gallen. /The project of health education at the educational workplace of the canton of St. Gallen./

Der Schweizerische Kindergarten, 71, 1983, Nos. 7/8, pp. 32-36.

This is information about the project of health education at schools of all levels, from nursery school to college of education. A working group comprising teachers of all levels worked out the main aims and defined the contents. Both will be obligatory after approval. The project comprises topics for all individual types of schools. Health education is not intended to become subject of instruction, it should form a component part of all instruction. Cooperation with the parents is necessary.

school system, health care + care, Switzerland;
140913

420. PROUDHON, N.: Lieux de vie des enfants de 2 à 4 ans a l'école maternelle. /Life space of two- to four-year--olds in the nursery school./

L'école maternelle française, 1983/1984, No. 3, pp. 27-32.
14 photographs, 1 fig.

The paper pays attention to the equipment of the nursery school with respect to specific needs of two- to four-year-olds. It describes, as an example, a nursery school near Bordeaux where the headmistress created an original interior for the children by means of untraditional furniture and unit-built elements. Photographs show the equipment of the gymnasium and the rest room. In conclusion, an overall layout plan of the nursery school and its garden is attached.

nursery school, school environment, equipment, France; 142503

421. RŮŽIČKA, J.: Postupná organizace práce - stolování. /Gradual organization of work - meal taking./

Predškolská výchova, 37, 1982/1983, No. 10, pp. 11-14.
1 photograph.

The morning section comprises acceptance, hygiene, breakfast, spontaneous play, morning exercise, educational activity, departure to the garden. It is suitable to work out the organization of the morning section in detail so as to ensure that this considerable number of activities concentrated in a comparatively short interval is performed smoothly. The aim is to avoid doing some activites in group, starting with the breakfast. The individual activities can take place in various parts of the playroom or in adjoining rooms. Thus it is possible to secure their sequence, the morning check of the children can be done while individual children have their breakfast, others can play spontaneously and still another group of children can do the morning exercises or be occupied with educational activities at the same time.

nursery school, daily routine; 142900

422. STRNAD, S.: K realizaci programu výchovné práce. /The implementation of the programme of educational work./

Předškolská výchova, 37, 1982/1983, No. 7, pp. 7-9.

These remarks and critical notes of a physician on some activities in the daily routine are aimed at opening a discussion. These include stay in the open air, dressing, putting on the shoes, eating, sleep, personal hygiene and the joining of groups.

nursery school, health care, way of living; 140900

423. ŠAMÁNKOVÁ, L.: Porovnání a rozdíly v nemocnosti dětí v jeslích s odstupem 10 let. /A comparison of crèche children´s sickness rate at present and ten years ago./
Československá pediatrie, 38, 1983, No. 1, pp. 41 - 43.
5 refs.

This study of the crèche children´s sickness rate states that the age composition of crèche children has changed in the course of the last ten years. Children accepted to creches are mostly in their second and third year of life. An analysis of the sickness rate shows that the most frequent diseases are those of the respiratory tract; these occur more frequently than before in the form of lighter diseases of the upper respiratory tract. Bronchitis is less frequent now. Measles have practically disappeared from the crèches due to the inoculation of all young children. In spite of these favourable changes, the sickness rate of crèche children still remains higher than that of children raised in families and this is why it is necessary to go on seeking prophylactic measures.

child, crèche, sickness rate; 142955

424. TURCHENKO, V.: Organizatsiya progulok v gruppakh rannego vozrasta. /The organization of walks in groups of young children./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 16-18.

A study of the children's stay in the open air has shown that the children are not able to put on their clothes by themselves and this shortens their stay in the open air. This is why some adjustments have been made in the changing room so as to enable smooth dressing. A number of didactic games introduced lately help the children to acquire the necessary skills for putting their clothes on.

The parents have been informed about how to dress their children in a suitable way and to develop their independence in dressing. A card index has been made of games suitable for outdoor stay in the winter period and a seminar was held to discuss the topic of preparing the playground for winter. Recommendations have been given to teachers as to suitable winter clothing. Materials in the methodological prep room have been supplemented with those concerning the organization of walks for groups of young children, recommendations for the contents of walks, plans of walks, a card index of outdoor games suitable for the individual seasons of the year, a card index of games developing the children's movements, a list of toys and playground facilities, specialist literature and children's literature. The headmistress and the methodologist made preliminary and subject-oriented checks. The best experience was presented to the staff and then discussed at meetings of the methodological association.

nursery school, changing room, outing; 142955

425. Über den Aufenthalt im Freien. /Outdoor stay./ Neue Erziehung im Kindergarten, 36, 1983, Nos. 7/8, pp. 150-151.
12 photographs.

This is an editorial note on the importance of children's outdoor stay, supplemented with photographs showing some suitable activities. Examples of garden facilities for physical training are of interest /a climbing net, a wall for ball games fitted with holes/.

nursery school, physical education, playground, requisites, apparatus; 142955

426. WINKLER, S.: Der tägliche Aufenthalt im Freien - unabdingbare Voraussetzung für die gesunde allseitige Entwicklung der Vorschulkinder. /Daily outdoor stay - an inseparable prerequisite for the healthy allround development of preschool children./

Neue Erziehung im Kindergarten, 36, 1983, Nos. 7/8, pp. 171-172.
2 figs.

The author explains the necessity of children's outdoor stay in any kind of weather and shows that the cognitive aspect is equally important as the health aspect. The outdoor stay is a complex opportunity for fulfilling educational tasks.

child, physical education, movement; 140900

7.4 Becoming hardy

427. FROLOV, V. - YURKO, G.: Fizkulturnyie zanyatiya na vozdukhe. /Physical education activities in the open air./

Doshkolnoye vospitaniye, 1983, No. 4, pp. 14-23.
Cont.

One of the tasks of physical education of preschool children is to perfect all functions of the child's organism, to increase the child's performance and perseverance. Physical education activities done outdoors the whole year round contribute to this. A survey of the health state of children attending some preschool child care facilities in Moscow where the children did exercises outdoors the whole year round showed a double decrease of the sickness rate due to diseases of the upper respiratory tract and the health index, i.e. the number of children that remained healthy for the whole period, doubled. Out of the physical education activities taking place outdoors, about a half of the total time is devoted to the run. Three kinds of the run can be distinguished: rapid, medium-speed and slow run. The structure of the activities is the same as that in the room. Every activity contains five longer runs at medium speed and three slow ones so that the medium-group children run between 0.5 km and 1 km whereas the older children run between 0.8 km and 1.6 km. The child's organism is influenced favourably by these activities only if the loading is adequate. The teachers must watch for outside symptoms of fatigue. Fatigue should not be considered as something pathological, it is a natural state caused by increased activity of the muscles. It is fatigue that stimulates an increase in the functional possibilities of all systems of the organism. This fatigue should be distinguished from excessive fatigue when the children lose all interest in exercises and play, which is a signal for transition to some more quiet activity. An objective criterion of the loading of the organism is the rate of the pulse. If the medium rate of the pulse reaches 140 to 160 in the course of activities, the loading is adequate. Positive feelings that the children experience in the course of exercises decrease their fatigue and improve the quality of exercises. Further, the article contains plans for 8 P.E. activities for the group of older children in May.

nursery school, physical education, medicine + science, the U.S.S.R.; 142955

428. JUROVATÁ, J.: Predplavecká príprava. /Preliminary swimmer drill./

Predškolská výchova, 37, 1982/1983, No. 5, p. 24.

The rehabilitation centre of the national enterprise Slovenský hodváb in Senica enabled the local nursery schools the use of its swimming pool. Out of 120 five- and six-year-olds, 30 p.c. learnt to swim well in the course of the school year, 40 p.c. had average results and the remaining children learnt to swim partially.

nursery school, swimming; 142955

429. KRETSCHMER, J.: Die Lust am Wasser. /Fun with water./

Spielen und lernen, 1983, No. 7, pp.8-10, 12-13.
8 photographs.

The author explains how important the contact with water is for children as it brings them irreplaceable sensual experiences and feelings and a whole range of important knowledge. He gives untraditional suggestions for play with water and at the riverside and stresses that the experience gained in play with water makes the child lose his fear from it but it also leads to a better estimate of possible danger that water brings.

early childhood, play, water sports; 142955

430. **MIKOLÁŠEK, A.**: *Dosavadní zkušenosti se saunováním dětí.* /Experience gathered so far with sauna baths for children./

Československá pediatrie, 38, 1983, No. 11, pp. 687-688.

The latest survey shows that saunas are used by about 15 p.c. of nursery schools in the Czech Socialist Republic. The use of the sauna is mostly a part of hardening programmes of these child care facilities but it is also of educational and economic importance. If the children need not stay at home due to illness, the mothers can work fully and this means a favourable impact on production, a decrease in the costs of drugs. The educational importance of sauna baths lies in the fact that they represent a psychotherapy of the deprivation syndrome in toddlers, they strengthen and shape the child-adult social contact. The tactile stimulation occurring spontaneously in the course of the sauna dissolves the permanent tension of children in facilities with round-the-clock operation. The sauna also helps to develop the habit of self-attendance, to make the children familiar with water, gives the staff an opportunity to see the differing reactions of children in an unusual environment, which can be used for personalized approach to children. The health effect of the sauna is felt primarily in the hardening of children.

nursery school, hardening; 142955

431. OPATŘILOVÁ, I.: O školách v přírodě netradičně. /About fresh-air schools untraditionally./

Rodina a Škola, 30, 1983, No. 3, p. 5.

The author, who is a nursery school teacher, informs the parents about the necessity to give preschoolers practical shoes and suitable clothing for their stay in the nature in winter. The article is supplemented with a well-tried list of things to pack for children going to a fresh-air school.

nursery school, fresh air school; 142955

432. PEJŠKOVÁ, I. - WEBEROVÁ, M.: Otužování dětí předškolního věku. /The hardening of preschool children./

Děti a my, 13, 1983, No. 4, pp. 26-27.
2 photographs.

The experience with hardening children in the East Bohemian region is discussed. The main aim of hardening is to develop resistance against diseases and, together with natural movement, to prevent the consequences of civilization factors. The curricula for creches and nursery schools pay primary attention to the securing of the child's health and his physical development. Children are hardened in all nursery schools in the simplest ways /outdoor stay in any kind of weather, sleep with the windows open, cold showers/. No hardening is usually done in families. Clubs of hardened children have been set up gradually for three- to six-year-old children in the region since the beginning of the 70s. The membership condition is the hardening of children at home. The adherence to this condition must be confirmed by parents on a card. These clubs have been set up in Hradec Králové, Turnov, Náchod and Chrudim. Publicity materials used were published by the Institute of Health Education in Prague. At present, there are over 200 of these clubs in the region. Diseases of the respiratory tract are very rare in places where constant attention is paid to hardening. A regionwide survey of selected nursery school classes conducted in the previous school year was intended to show the influence of hardening on decreased occurrence of diseases of the upper respiratory tract. Ways of hardening were divided into two basic groups: 1. Basic hardening. 2. A higher degree of hardening. The results obtained show that regular hardening done with adequate intensity is very important for the strengthening of the natural resistance against diseases caused by viruses in child care facilities.

early childhood, hardening; 142955

7.5 Safety education, traffic education

433. ARONSON, S. S.: Injuries in child care.

Young Children, 38, 1983, No. 6, pp. 19-29.

The author states that two thirds of children's injuries occur at children's playgrounds. She analyzes these injuries for the year 1982 from the viewpoint of gravity and follows the most frequent causes that led to them. She suggests some measures that would increase children's safety at playgrounds, both from the viewpoint of playground facilities and supervision over children's activities.

child, playground, injury; 142500

434. ČAMAJOVÁ, V.: Chcete si vybudovať dopravné ihrisko ? /Do you want to build a traffic playground ?/

Predškolská výchova, 37, 1982/1983, No. 6, pp. 20-22.

1 fig.

The author gives a description of a traffic playground supplemented with a sketch. It is expensive to build such a playground and this is why it should be used effectively. Nursery schools are recommended to contact the local primary schools and, if possible, to build such playgrounds jointly.

The most important thing for preschoolers is correct orientation as pedestrians. At first the children get acquainted with the traffic playground, with the basic traffic signs, they learn to walk on the left-hand side of the street and to cross the street on crossings for pedestrians. Then some children act as drivers, they ride pedal cars or tricycles, keep to the right and watch for pedestrians at crossings. This training is in the form of play. After some time, the children change their roles.

early childhood, traffic + education, playground; 142955

435. Kind und Verkehr. /The child and the traffic./
Zürich, Marie Meierhofer-Institut für das Kind 1982.
Reviewed in: Der Schweizerische Kindergarten, 73, 1983, No. 4, p. 32.

This publication in which a number of specialists has participated expresses the trends of modern traffic education that gives the children important experience instead of drill and mechanical mastering of the traffic rules, thus raising responsible and conscious pedestrians.

child, traffic + education, Switzerland; 140565

436. LABYE, M. M.: La sécurité routière dès l'école maternelle.

L'école maternelle belge, 1982/1983, No. 5, pp. 220-223.
2 tables, 1 ref.

The paper deals with traffic education in the nursery school. The author proceeds from the opinion that it is necessary to start with traffic education in early childhood although official educational programmes do not include it before grade one of primary school. The paper substantiates the necessity of preschool traffic education and discusses its contents. A detailed table shows how traffic education penetrates all spheres of educational work in the nursery school.

nursery school, traffic + education; 142955

437. MILIS, M.: La prévention des accidents d'enfants sur la route. /Preventing children's traffic accidents./

L'enfant, 1983, No. 3, pp. 36-38.
1 photograph, 1 fig.

The paper brings information about a press conference that was held by the Belgian society Oeuvre Nationale de L'Enfance /O.N.E./ in Brussels on 15th September 1983. Belgium takes the 3rd to 4th place in the children's accident rate in Europe. An analysis of the causes of accidents has shown that the accident rate could be lowered significantly by coordinated action of all those participating in traffic.

child, traffic, injury + prevention, Belgium;
142955

438. O profilaktike detskogo dorozhno-transportnogo travmatizma. /Preventing children's traffic accidents./

Doshkolnoye vospitaniye, 1983, No. 2, pp. 32-36.
1 table.

A competition called "The green light" was organized in all child care facilities in the Sverdlovsk region in the year 1980. In the course of the competition, nursery schools got more aids for traffic education, various aids were made for traffic-oriented games and traffic education corners were set up. The results of the competition were evaluated and became the basis for methodological recommendations. Further, the article contains a description of a walk for the second younger group called "Getting acquainted with the street", of another walk for the medium group called "Observing the traffic lights" and a plan of activities for the transfer class called "Duties of pedestrians". An attached model plan for teaching traffic rules covers the period from September to May. It contains topics, the respective measures, recommended materials, literature and states the time when the children are made familiar with traffic rules. Cooperation with parents is necessary in traffic education. Questionnaires filled in by parents showed that the parents did not pay sufficient attention to these problems. Some ways of influencing the parents are described. For example, the parents heard recordings of their children narrating how their fathers crossed streets. This was an impulse for the parents to become involved in the traffic education of their children.

early childhood, traffic + education; 142955

439. SCOTT, C. L.: Injury in the classroom: Are teachers liable ?

Young Children, 38, 1983, No. 6, pp. 10-18.
1 photograph, 1 table, 37 refs.

The author discusses problems of the nursery school teacher's legal and moral liability for injuries that occur in the classroom. He analyzes the most frequent causes leading to children's injuries: it is nearly always lack of educational care. He appeals to the teachers to increase their responsibility and points out the necessity of clearing legally the problems that may arise due to neglect of duties.

child, injury, teacher, nursery school, responsibility; 140905

440. SPERLING, W.: Vorschulkinder - Verkehrsteilnehmer von heute und morgen. /Preschool children - today's and tomorrow's road-users./

Neue Erziehung im Kindergarten, 36, 1983, No. 6, pp. 131-132.
1 photograph.

The author, who followed the results of traffic education for preschoolers as an inspector, has found that the children's knowledge is very inaccurate in spite of the attention paid to it by the teachers. The children are able to repeat some rules but they do not understand them and are not able to behave in keeping with these rules, they do not know the meaning of traffic signs, traffic lights and the like. This is why she states that it will be necessary to seek new, more effective methods of school work and of cooperation with parents in this sphere.

early childhood,traffic + education; 142955

441. SYROVÁTKA, A.: Dětské dopravní úrazy. /Children's traffic accidents./

Děti a my, 13, 1983, No. 3, pp. 20-21.

The present-day situation and problems connected with children's traffic accidents are discussed. A characterization is given of adults and children as road-users. Over a hundred children are killed in traffic accidents every year and the number of those injured is seven times as high. The protection of children from traffic accidents proceeds from the knowledge of their mental development /a child below the age of ten years is not able to adjust his behaviour to the present-day traffic/. According to studies conducted by the Swedish psychologist S. Sandels, a four-year-old child is not able to estimate the distance of vehicles, a six-year-old child has also a narrower perimeter. Phases of the exposure of children to danger in the traffic can be characterized in the following way: 1. Early childhood - maximum danger. 2. The first years of school attendance when the child is an independent pedestrian. 3. The period of prepuberty, puberty and adolescence when the danger of accidents rises significantly. Increased accident rate can be observed in some seasons /spring and September/. All children that are weakened or exposed to unfavourable influences in their environment face increased danger. Passive prevention is necessary for children below the age of six /constant supervision/. Active prevention lies mainly in raising the child for independence , discipline, self-discipline and in developing his physical and sensory ability in the education /in developing the child's independence, discipline, self-discipline, his physical and sensory maturity/. The author points out the importance of clothing in vivid colours increasing children's road safety, the importance of traffic playgrounds, the importance of explaining to the children how to behave correctly in the street and of the parents' personal example. Play is forbidden in the street /children should get instructions regarding tobogganing, skiing and cycling/. The use of safety belts in cars /for both front and rear seats/ is of considerable importance. The front seat can be used by children over the age of twelve. The mother´s and father´s personal example /keeping of traffic rules, considerateness to pedestrians and other road-users/ is a vital prerequisite for education to traffic safety in the family.

child, injury, traffic + education; 140905

442. ŠVANCAR, R.: *Křižovatka před školou.* /The crossing in front of the school./
Rodina a škola, 30, 1983, No. 6, p.3.

This is an instruction for parents on how to teach their own child to solve traffic situations he faces on his way to or from school. Grade one pupils acquire the necessary knowledge, skill and habits in the sphere of education with the help of their parents and the school, assisted by traffic policemen, pioneers keeping watch at crossings as well as accompanying older pupils. However, the education for traffic discipline begins before the child starts going to primary school. The author of the article shows how the parents can teach their child the rudiments of correct pedestrian behaviour in traffic situations in the toddler period.

child, traffic + education, parents; 140565, 142955

443. WESSENBORN, R.: Die Verantwortung der Leiterin für die systematische Verkehrserziehung der Vorschulkinder in ihrer Einrichtung. /The responsibility of the headmistress of a preschool child care facility for traffic education of preschool children./

Neue Erziehung im Kindergarten, 36, 1983, No. 1, pp. 15-17.
2 photographs.

The author discusses her own experience with traffic education in the district where she works as an inspector. She stresses the necessity of cooperation with the parents of the children, she shows examples of good approach and points out that only systematic work can bring an educational effect.

nursery school, traffic + education, the G.D.R.; 124955

444. ZIMOVÁ, D.: Hodina předplaveckého výcviku v bazénu. /A pre-swimming training lesson in the swimming pool./

Základní a rekreační tělesná výchova, 28, 1983, No. 3, pp. 4-5.
14 figs., 1 photograph.

This is a description of a pre-swimming training lesson for preschool children aimed at making the children used to water. The lesson includes hardening and floating on water. The text is supplemented with pictures.

early childhood, swimming; 142955

7.6 Essentials of sports activities

445. BOLESLAVSKÁ, V.: Základy lyžařského výcviku.
/Rudimental training in skiing./
Predškolská výchova, 38, 1983/1984, No. 2, pp. 21-22.

Experience with the skiing of preschoolers is discussed. The training took only five days due to bad snow conditions but the plan was fulfilled. It turned out that the children could bear bigger loading than expected. All children, including beginners, could take part in the final downhill race with the course marked with gate poles. The children's performance was evaluated according to the number of gates they passed through, the number of gate poles pulled down, the number of falls, skiing style and the fact whether they passed the whole route. The children became more independent in the course of their stay in the mountains, the teacher-child link strengthened.

nursery school, skiing; 142955

446. HRUBÁ, T.: Lyžiarský výcvik. /A skiing course./
Predškolská výchova, 37, 1982/1983, No. 8, pp.26-27.
1 photograph.

The week-long skiing course took place in a chalet provided by a plant owning it. The participants were 22 five- to six-year-olds. They were taught the rudiments of skiing for an hour and a half in the morning and another hour and a half in the afternoon. The children spent two hours in the morning and, if the weather was favourable, also in the afternoon by tobogganing, playing in the snow, walks to the wood. The skiing course was preceded by exercises aimed at strengthening the leg and arm muscles. The aim of the week-long stay was to teach the children to move on the skis, to increase their dexterity. All activities were in the form of play.

nursery school,skiing; 142955

447. JUDINA, N.: Sportivnyie igry i razvlecheniya. /Sports games and amusements./

Doshkolnoye vospitaniye, 1983, No. 7, pp. 26-29.

This is a detailed description of how to teach children to ride a tricycle, to ride a bicycle, to play volleyball, tennis and gorodki. Two sports festivals are described.

early childhood, sports games, methodology; 142955

448. RYŠKOVÁ, J.: Nemá vaše dítě strach z vody ? /Is your child afraid of water ?/

Děti a my, 13, 1983, No. 4, pp. 19-21.
2 photographs.

This is information about the instruction in swimming that is not included in the curriculum as basic subject matter as not all schools have the necessary material conditions for it. At the present time, courses of basic swimming are organized in primary schools, mostly in grade three, depending on local conditions. The aim of preliminary training in swimming taking place in nursery schools is to make the children used to water in the form of play. The children gain confidence and they develop important moral traits, such as perseverance, courage, the ability to overcome obstacles, self-confidence. Children that were given this preliminary training in swimming, or whose parents enabled them a lot of movement in water in the summer months, learn to swim without problems. The pupils are usually divided into three groups for the swimming course /swimmers, half-swimmers and non-swimmers/. Class teachers, who also attend the course, mediate the trainer's contact with the children's parents. Parental attitudes reflect themselves in the child's success in this basic swimming course. A talk with the parents should always precede such a course /the programme of the course, its organization, instructions regarding safety, health and hygiene/. The child must be convinced that the parents approve of and support his training and that they will help him to overcome the starting difficulties. The children encounter big problems in cases where the parents motivate them unsuitably and take negative attitudes /fear of water, uncertainty, misgivings and the like/. A survey covering grade eight pupils in the school year 1981/1982 showed that 93 p.c. of school children could swim the distance of 50 metres. Grade three pupils can swim for 50 metres in one way and for 10 - 12 metres in another way after completing the basic course. They are given marks for the results.

child, swimming: 142955

449. TOPOLOV, V.: Podgotovka k plavaniyu detey trekh - pyati let. /The preparation of three- to five-year-olds for swimming./

Doshkolnoye vospitaniye, 1983, No. 6, pp. 57-58.

The preparation of children for swimming can start even at home, at any time. At first it is necessary to harden the child gradually. This is achieved by air baths, by wiping with a wet cloth and showers while gradually decreasing the water temperature. Various exercises in the form of play that are described here are aimed at making the child used to water, at teaching him to hold his breath in water and to breathe out in water. These exercises can be done in the bathtub every day; they will help the child to learn to swim more quickly in natural conditions.

early childhood, swimming; 142955.

450. VLACH, J.: Lyžařská školka. /A skiing kindergarten./ Děti a my, 13, 1983, No. 1, pp. 27-29.
7 photographs.

A skiing course organized by the sports club TAK Praha in the Podještědí region in North Bohemia in the year 1982 showed how to teach preschool children independence in skiing and tobogganing. The programme of the course is described. Children were divided into groups according to their age and their skiing skills /the youngest ones were motivated by play/. The programme was interesting, the children passed through tunnels, made stops, went past gates and the like. The ground was made more demanding /a small slope, an indication of downhill race/. The children began to master the rudiments of the downhill run with their knees bent and the consequent rising, they learnt the double stem. A long bar was an excellent help, especially when they went to a steeper slope. The children learnt to climb steep slopes. The second part of the course concentrated on the training of children's independent reactions. The training culminated in a joint outing connected with a race. The skiing kindergarten comprised not only morning and afternoon training, exercises, an outing and a race but also the bedtime story with puppets - a teddy bear and little Kate, who praized the youngest ones and reproached the naughty ones every evening, a carnival and treasure-seeking. The parents' help was needed in every part of the programme. The main prerequisites for a successful training of preschool children in the rudiments of skiing is discussed. Such courses have been organized by the sports club TAK Praha since the year 1978; a skiing course planned for this year will be with partial access of the public. It is expected that methodological materials covering this sphere will be published in future.

early childhood, skiing; 142955

7.7 Sex education

451. ATWOOD, M. E. - WILLIAMS, J.: Human sexuality: An important aspect of self-image.

Young Children, 38, 1983, No. 2, pp. 56-61.
1 photograph, 20 refs.

The authors stress that getting acquainted with the problems of sex differences is important for a healthy development of the child's self-image. They give examples of informal talks with children, of making them acquainted with spheres that are usually concealed and kept taboo, which can develop an undesirable relationship to these problems.

child, sex education; 142955

452. GÜRTLER, H.: Wie nennt man "das da unten" ? /What do you call "that thing down there" ?/

Spielen und lernen, 1983, No. 5, pp. 46-47.
1 photograph.

Using a minor episode from the nursery school, the author draws the conclusion that sex education begins much earlier than we mostly think. One of the first prerequisites for a healthy and normal sex education is the denoting of those parts of one's own body that are still kept hidden and taboo. She recommends that these parts of the body should not be excluded and concealed when caressing in natural situations, such as washing and taking bath, as this may lead to unhealthy inhibitions. A natural, matter-of-fact relation is the best prerequisite for a healthy development of the sexuality.

early childhood, sex education; 142713

453. HONIG, A. S.: Sex role socialization in early childhood.

Young Children, 38, 1983, No. 6, pp. 57-70.
1 photograph, 51 refs.

The author points out the important role of sex identification in the child's socialization, based on objectively ascertained differences between boys and girls. The realization of one's own sex and the acceptance of models of masculine or feminine behaviour are important ever since early childhood. A survey of studies conducted in this sphere is supplemented with an extensive bibliography of papers and books dealing with these problems.

child, sex education; 142955

8. SOCIAL AND EMOTIONAL DEVELOPMENT, MORAL EDUCATION

8.1 Socialization

454. BLATCHFORD, P.: Children's entry into nursery class. Educational Research, 25, 1983, No. 1, pp. 41-51.
3 tables, 19 refs.

The author presents partial results of an extensive research study investigating systematically children's entry into preschool child care facilities. The study brings results of observations covering 51 children in a nursery school on the basis of a very high number of observations and experiments aimed at assessing the behaviour of children to each other, to teachers, to toys, to the new environment and the like. Four basic types of behaviour were observed: 1. Uneasy behaviour; 2. Constructive behaviour - with a relationship to an adult; 3. Constructive behaviour - with a relationship to another child; 4. Non-socially constructive behaviour.

child, nursery school, social behaviour; 142957

455. BOITEUX, M.: Le travail d'animation dans une crèche de jour. /Stimulating the children in the day crèche./

International Journal of Early Childhood, 15, 1983, No. 1, pp. 22-25.

This is a description of the experience gained in the course of a study conducted in a day crèche in Brussels. The staff workers concentrated on special stimulation of children so as to prevent possible shortcomings in the children's emotional development. Methods of activating the children were consulted with a psychologist, who later made the final evaluation. Judging by the evaluation and by the parents' opinions, the results were very good.

crèche, activation, emotion, research, Belgium; 142957

456. CZYZEWSKI, M.: *Z badan nad uspołecznieniem dzieci w wieku przedszkolnym.* /Studies in the socialization of preschool children./

Wychowanie w przedszkolu, 36,1983, Nos. 7/8, pp. 421-428.

This is a description of a multi-stage research study using direct observation of the group studied after evoking reactions to the contents of narrated stories /with the use of pictures/ and an analysis of the documentation concerning children covered by the study. Problems studied included moral standards of children at older preschool age, especially from the viewpoint of shaping social attitudes, the feeling of duty to others, willingness to cooperate, the keeping of commonly accepted standards, the development of habits of coexistence in everyday activities, in play and at leisure. Stress is laid on the forming of mixed-age groups where socialization processes occur more quickly and more easily than in same-age groups. However, work with these mixed-age groups requires more effort from the teacher.

early childhood, socialization, moral education;
142957

457. CZYZEWSKI, M.: Z badan nad uspołecznieniem 6-letnich jedynaków. /Studies in the socialization of six-year-old only children./

Wychowanie w przedszkolu, 36, 1983, No. 9, pp. 501-505.

Both intellectual qualities and social features of the only children attending nursery school were studied in comparison with a group of children coming from larger families. Qualities studied included, e.g., perseverance in play, the willingness to give in and to be on good terms with other children /it is of special interest that over 81 p.c. of these only children did not show any features of egoism that are usually attributed to the only children in literature/. However, the only children require increased care, especially with respect to their participation in group play, as they tend to be isolated, sad etc.

early childhood, the only child, socialization;
142957

458. ČERNOUŠEK, M.: Nový případ "vlčích dětí". /A new case of "wolf children"./

Děti a my, 13, 1983, No. 2, pp. 21-22.

This is an analysis of cases of children growing up in permanent absence of other people. This separation is decisive for the process of socialization and the child's overall development. Wolf children /the Aveyoron wild boy found in the forests of South France in the year 1799, Kamala and Amala in India in the year 1920 and Genie, found in California in the year 1970/ are significant proofs that man is a social being. The emotional link formed in childhood is irreplaceable. An analysis is given of the shocking case of Genie, who lived in total isolation, hunger and maltreatment since the age of 20 months to her thirteenth year. At the age of 13, she weighed only 30 kilograms, suffered from undernourishment, could not stretch her legs and arms, could not chew, kept slavering and spitting, did not speak. She became an object of study in the sphere of developmental psychology. The results of psychological tests showed that her intelligence was at the level of a one-year-old child. Professor of Linguistics Susan Curtiss devoted seven years of intensive study to Genie's language development. Genie did not learn to ask questions, she did not grasp even the most elementary grammar, her development was abnormally slow - after four years of intensive work, her speech looked like a distorted telegram. Genie's case showed that it was possible to learn an imperfect but significant language even after the "critical" period. According to psycholinguistic theories, man is born with an inborn potential of understanding and active use of language in the brain structure. Inborn mechanisms must be activated by being exposed to living human speech at the right time - in the "critical" period. Animals have their "critical" periods, too /studies of cat brain/. Four-week-old babies distinguish forty consonants used in human languages. They react to far more consonants than there are in the mother tongue of the parents - this ability soon disappears. Something similar happened to Genie's brain. Susan Curtiss found that right-handed people used the left-hand brain hemisphere for speech in 99 p.c. of cases but Genie used her right-hand hemisphere in spite of being right-handed. In her speech, Genie concentrated exclusively on things, she paid attention to the visual world. At the age of 20, she reached the level of a three-year-old child in the auditory memory test /left-hand hemisphere/ and the level of a six- to twelve-year-old child in the visual memory test /both hemispheres/. The study shows that if speech is not learnt at the right age, the cortical brain tissue intended for speech and related cognitive activities atrophies functionally and withers away. This conclusion is supported by studies of deaf-mute children.

child, socialization, speech + development; 141107

459. DEREVYANKO, R.: *Otrazheniye nekotorykh kachestv vzroslogo i sverstnika v deyatel'nosti doshkolnikov.* /The reflection of some qualities of adults and peers in the activities of preschool children./ Doshkolnoye vospitaniye, 1983, No. 1, pp. 39-40.

Contact with adults as well as with children is vital for the correct mental development of the child. It is in contact with his peers that the child realizes himself. The author informs about a research study aimed at comparing the motives of a preschool child's communication with adults and peers under equal conditions. The study covered eighty children aged three to seven. The child's leading motive in his contact with adults is the interest in their knowledge and skills and their personal qualities. Since the age of three, children show interest in contact with their peers. They also tend to attribute their qualities to other children; however, they evaluate themselves best. By the end of early childhood, the child's attention focuses on his friend, his personality, knowledge and skills.

early childhood, communication, research, the U.S.S.R.;
142957

460. DERTEL, F.: Elementare Sozialerziehung. Praxishilfen für den Kindergarten. /Elementary social education. Practical aids for the nursery school./
München, Juventa Verlag 1982.
Reviewed in: Der Schweizerische Kindergarten, 73, 1983, No.11, p. 22.

This two-volume handbook is the final result of a nursery school reform made in Lower Saxony. It contains eight spheres of topics, various situations in the nursery school children's lives that can be used for their social education. These include, e.g., the entry of the child into nursery school, learning, the forming of groups, experience gained in the family, getting acquainted with the nearest surroundings, preparation for school. Every topic is accompanied by examples from the practice, methodological instructions and a selection of aids. The handbook leaves ample scope for creative work of the teachers, enabling them to respect the children's experience when dealing with the individual topics.

nursery school, social education; 142957

461. DIEŠKOVÁ, V.: Poznávacia aktivita a sociálna orientácia detí koncom predškolského veku. /Children's cognitive activity and social orientation by the end of early childhood./

Psychológia a patopsychológia dieťaťa, 18, 1983, No. 1, pp. 3-9.
3 tables, 2 charts, 12 refs.

Proceeding from A. N. Leontiev's thesis that the basis of developing inner activity is joint activity, the author studied the shaping of children's cognitive and social activities in connection with their social orientation in joint activities. The main method used was a natural experiment conducted at a nursery school. The study comprised two groups of 25 children each, who composed a set of pictures as they wished. They were between 5.6 years and 6.2 years old. The results show that success is a strong activation factor for older preschool children. They confirm that a higher type of the feedback behaviour control /J. Linhart, 1976/ manifests itself at this age. This is connected with the existence of subjective evaluation criteria. Joint activities give the child scope for verifying his own ability without the risk of a failure and they develop the child's prerequisites for independent cognitive activites.

early childhood, process of cognition, social development; 142957

462. JALONGO, M. R.: Using crisis-oriented books with young children.

Young Children, 38, 1983, No. 5, pp. 29-36.
1 photograph, 2 tables, 14 + 42 refs.

The author deals with the problem of using bibliotherapy for preschool children. She characterizes bibliotherapy as work with books that helps to solve children's conflict situations and problems by transferring them to a more general level or by indentification with someone that has gone through and overcome similar conflicts, it helps to keep the child's mental balance. Further, she defines criteria for judging books suitable for bibliotherapy and ways of working with them. In conclusion, she presents a list of study literature and a list of children´s books suitable for use in cases of various conflicts. These include jealousy felt after the birth of a brother or sister, disease, death in the family, sex problems, unsuccessful socialization at school, seeking one´s place in the family and in the society, handicaps, increased emotionality and the divorce of parents.

children´s literature, prevention, mental disease; 142955

463. KENTLER, H.: Zärtlichkeit und Schmusen. /Caressing and cuddling./

Spielen und lernen, 1983, No. 7, pp. 20-21.
1 photograph.

Referring to studies made by R. A. Spitz, the author points out the importance of the child´s direct physical contact with the parents. This tenderness devoted to the child since early childhood helps him later to achieve emotional balance. Tender affection and caressing are a way of expressing the security of the mutual relationship. These manifestations are undesirable only at the period when the child goes through a phase of negativism and in the period of beginning puberty.

child, parents, emotional relation; 142713

464. KOPASOVÁ, D.: Vývin osobnosti dieťaťa predškolského veku. /The development of a preschool child's personality./

Socialistická škola, 23, 1982/1983, No. 4, pp. 164-165.

The results of research studies have made it possible to obtain data on the intellectual abilities of children and their development in the nursery school, on the mental readiness of children for primary school, on the development of cognitive functions in children growing up in a less educative social environment. If possible, research problems are studied longitudinally, thus making it possible to point out clearly the characteristic features of stages a preschool child goes through from the viewpoint of development.

early childhood, intellect education, nursery school, parents; 142953

465. KROGH, L. S. - LAMME, L. L.: Learning to share: How literature can help.

Childhood Education, 60, 1983, No. 3, pp. 188-192.
26 refs.

The authors state that one of the important components of social development is the ability to share, to overcome egotistic tendencies. Referring to Piaget's studies of the development of moral judgement in children, they give examples of how to control the child's moral development by accepting certain roles. Children's books containing these roles and showing examples of moral behaviour are of considerable importance in this respect. In conclusion, a list of recommended literature is given, together with criteria for judging those books that can be useful for the purpose.

child, moral education, children's literature; 142957

466. LENZ, S.: Zwillinge - alles doppelt ? /Twins - everything doubled ?/

Spielen und lernen, 1983, No. 1, pp. 8-11.
6 photographs.

The author analyzes circumstances arising after the birth of twins in the family. She shows that the two individuals have somewhat different conditions for their development ever since their intrauterine life, depending on their position and the length of the navel cord. This is why even identical twins must be taken as two independent personalities. The relations to the two children start to differ ever since their birth and the child that was born as the first one is usually bigger, stronger and, to a certain extent, is considered to be older. Permanently stressed links to the other twin, supported - for example - with the same clothing, may brake the development of the child's independence, decision-making, evaluation and self-appraisal. Studies of twins concentrated mainly on the biological aspect of their likeness. For example, transplantation of organs is possible without any risk between identical twins as the genetical basis is the same. Fraternal twins differ like any two siblings born in the usual time lapse. The situation of the hitherto only child is relatively disadvantageous after the birth of twins in his family. He needs increased care in the starting period so as not to feel overlooked and neglected. Grandparents and visitors should not stress their interest in the twins till the child is able to cope with their existence.

parenthood, child, sibling; 142709

467. LISINA, M. - GUS'KOVA, T.: Ob osobennostyakh vospitaniya mladshikh doshkolnikov. /Specific features of raising young children./

Doshkolnoye vospitaniye, 1983, No. 4, pp. 58-61.

There are moments in the child's mental development that appear periodically and in which quantitative changes turn into new qualities. The transition from one developmental stage to another does not occur smoothly, it is in jumps. The child's behaviour changes suddenly and adults notice primarily the negative phenomena, such as the child's changing moods, his disobedience, wilfulness and the like. These complications in behaviour occur rarely in some children and disappear quickly. Here it is possible to distinguish between an objective crisis that is not necessarily connected with the manifestation of negative but new symptoms; a subjective crisis is conditioned by difficulties caused by the changed behaviour in relations of the child with people surrourding him. The child's development is smooth in the periods between crises but the changes that occur in the child's mental development in periods of crises are violent. They are, however, progressive. For instance, a three-year-old child feels the need to be independent, he longs for success, feels pleased over it. These efforts may often become the causes of conflicts with adults. Studies and observations of children show that crises need not occur at all if adults control reasonably their educational efforts. The authors use examples to show how the behaviour of adults may cause conflicts and affect negatively the child's mental development in the critical period.

early childhood, education + conditions, conflict;
142957

468. **MIRZOYAN, N.:** Poleznyie i vrednyie privychki.
/Useful and harmful habits./

Doshkolnoye vospitaniye, 1983, No. 10, pp. 58-60.

The main condition for developing correct habits is the keeping of the correct rhythm in life. Conditions created both at home and in the child care facility must help to create the respective stereotypes. If the child is getting used to washing his hands, the towel and the soap should always be kept in the same place, the requirements should not change. The system of developing conditioned reflexes operates more successfully at various stages of development if some reinforcement is used. This may be food for sucklings, play for two- to three-year-olds, praise for older children as it is more effective than reproaches. The development of a stereotype for taking meals also requires certain conditions, such as the environment, the mood at table, adults' attitudes and the like. At every stage of development, children form a set of habits that are useful at the respective time but these may be useless or even harmful later on. Children are not born with bad habits, these are the results of mistakes in education.

early childhood, conditioned reflex; 142965

469. O'CONNELL, J. C.: Children of working mothers: What the research tells us.

Young Children, 38, 1983, No. 2, pp. 63-70.
2 photographs, 46 refs.

This is a summarization of results obtained in studies concerned with problems of public preschool education and its results. The studies were concerned primarily with the mother-child relationship, with the child's emotional development, with the development of his intellectual abilities and social relations to his peers. The studies showed some differences between children raised in families and those in day care of public child care facilities but no basic differences were found. Especially fears concerning disturbed mother-child emotional link were not substantiated; a positive development was observed in the social and intellectual development. However, it will be necessary to keep paying attention to these problems in the future; special attention should be paid to the father's share in the education of his children as this share, which is of vital importance, diminishes.

child, education, family, nursery school, research;
142900

470. PETERSON, I. L. - ROSCOE, B.: Neglected children. Suggestions for early childhood educators.

Childhood Education, 60, 1983, No. 1, pp. 2-5.
1 photograph, 4 refs.

As the authors state, it is estimated that there are about a quarter of a million of physically neglected children every year and more than a million of mentally neglected children. They explain the special approach these children need and give suggestions for work with these children. Their condition may improve when they, e.g., are put in charge of plants or animals in the classroom as this enables them to find out for themselves that regular care is necessary, when they can use materials for self-expression /art materials, music instruments/, when they have opportunities for play with water, tidying and household work.

child, educational neglect, care; 144351

471. RONDAL, J. A.: L'interaction adulte-enfant et la construction du langage. /Adult-child interaction and language development./

Brussels, Ed. P. Mardaga. 195 pp.
Reviewed by: Geubelle, F.
L'enfant, 1983, No. 2, pp. 55-56.

The book is designed for psychologists, linguists, sociologists and educationalists . The author poses the question whether speech development in the child is only the result of imitation. When seeking an answer, he proceeds from an analysis of adult-child interactions as well as of those between the child and both older and younger children. The consequences of these interactions for the development of the child's speech are studied in detail. The results of these observations and the author's theoretical contemplations are summed up in a number of principles reflecting the links between interpersonal relations and speech development in children. The book is supplemented with an extensive bibliography.

child, communication, speech + development;
142959

472. STERN, D.: Mère et enfant. Les premières relations.
/The mother and her child. The first relations./

Brussels, Ed. P. Mardaga 1983. 200 pp.
Reviewed by: Geubelle, F.
L'enfant, 1983, No. 1, pp. 48-49.

The book contains a report on the study of mother-child relations that was conducted in an original method: the author made tape recordings of mothers and their children in their home environment and supplemented these with observations of their behaviour. These recordings and observations were analyzed and evaluated from the viewpoint of the developing mother-child communication in the first six months of the suckling's life. The author proves that lack of stimulation and utterances heard in this period reflects itself negatively in the child's development as well as in the development of his other interpersonal relations.

mother, child, communication, interpersonal relations; 142713

8.2 Emotions; reward and punishment

473. ČERNOUŠEK, M.: Když jsou děti trestány. /When children are punished./
Děti a my, 13, 1983, No. 1, pp. 11-14.

Problems of the correct use of punishment in the child's education are discussed. The choice of punishment and ways of punishing children are characterized. The two basic views of punishment are discussed. The author describes the consequences of excessive corporal punishment for the healthy development of the child's personality as well as those of letting the child grow up unrestricted, without any punishment. In the former case, the child turns into a rebel. In the latter case, the child grows into a conflicting neurotic personality. Thus punishment is a natural instrument of education. Children obey their parents because they do not wish to lose their love and countenance.

Children's fears over the possible loss of love have biological roots and manifest themselves often instinctively. This is also the reason for the effectiveness of punishment. Problems of the effectiveness and ineffectiveness of punishment are discussed, together with methods of punishment. Despotic systematic punishing evokes in the child a feeling of guilt that is actually a permanently internalised punishment. A characterization is given of unsuitable model situations in the parent-child relationship and of their consequences for the development of the child's personality. Suitable methods of education are described /example, understanding, tenderness, emotion and natural imposing strength/. If the child is exposed to punishment permanently, his inner tension increases and there is a rise in his aggressiveness. To punish correctly means to punish without the feeling of guilt, immediately and adequately. The problems of punishment are more complicated for parents than for their children as the parents are confronted with children twice : with their own children as well as with children within themselves.

child, methods of education, punishment; 142709

474. GUDEVOVÁ, J.: Citové potřeby nemocných dětí.
/Emotional needs of sick children./

Rodina a škola, 30, 1983, No. 6, p. 11.

The author of this article gives parents advice on how to help their child when he is sick. She explains the necessity to satisfy the emotional needs of sick children as a prerequisite for their more rapid recovery while maintaining their mental health. When the child is sick, he needs the feeling of security and safety more than ever, he needs to increase his self-confidence and self-assurance so as to be able to cope with his weaknesses, fears and anxiety. Besides, the child needs mutual trust, his parents' understanding and, last but not least, an optimistic outlook into the future.

child, disease, emotion, family + education;
142713

475. GÜRTLER, H.: Warum hat das Kind bloss Angst ? /Why is the child afraid ?/

Spielen und lernen, 1983, No. 1, pp. 20-22.
1 photograph.

The author states that children's fears that are often completely uncomprehensible for us always have their causes although we do not succeed in revealing them. A considerable amount of patience and tact is needed to eliminate fear; its factors can be reduced only gradually and the process cannot be forced. The child can cope with his feelings only if he gets rid of his fear slowly, step by step. If we try to "break" the child's fear at once, the child turns his fear inside himself, he overcomes it only externally but, internally, he experiences other states of anxiety that may last till his maturity.

child, emotion, fear; 142957

476. GUTVIRTH, J.: Bojí se vaše dítě ? /Is your child afraid ?/

Rodina a škola, 30, 1983, No. 1, p. 11.

This is information about the causes of fears and anxiety in children of various ages. Things and phenomena that the children fear change in the course of time and correspond to what their parents and other people surrouding them taught them to fear. However, this is often connected with previous experience, too. Advice is given to parents on how to prevent children's fears in cases where they are out of place and how to react to these negative feelings of their children.

child, emotion, fear; 142713

477. KALISZ, I.: Dzieci agresywne wymagaja szczególnej troski. /Aggressive children require special care./

Wychowanie w przedszkolu, 36, 1983, Nos. 7/8, pp. 416-420.
6 refs.

The period between the third and tenth year of age is decisive for the development of the child's personality. Nowadays most children spend a considerable part of these years in the nursery school. This increases the responsibility of the educator, of the nursery school teacher. It is important to teach children to have an understanding for the needs of others, to harmonize their aggressive tendencies. Studies of children's aggressiveness conducted in the period 1981/82 concentrated on children around the age of five; they worked with a theoretical model of aggressiveness assessment that took 30 selected symptoms into account. Intensive observations were made of a selected group of nursery school children /n = 26/ and each of these children was given an index for each of the 30 symptoms /a five-grade scale was used/. Besides, account was taken of supplementary observations and studies that included talks with the parents, a sociometric test, an analysis of children's art creativity and the like. Although the results of the study cannot be generalized prematurely, one conclusion is clear: children with more aggressive behaviour must be given much more care and time, specific care should be given to those spheres of activity that are disturbed in the respective child /movement, speech, intellectual development etc./.

child, aggressiveness; 142957

478. Les enfants victimes de sévices. /Children as victims of maltreatment./

L'école maternelle française, 1982/1983, No. 5, pp. 2-7.
1 ref.

Medical aspects predominate in this study that was prepared in the International Centre of Childhood /Centre International de l'Enfance/ in Paris. The study proceeds from the fact that the number of children subjected to maltreatment, i. e. children whose lives are endangered, keeps growing in all advanced countries. The reasons may be the following: 1/ Physicians and social workers have concentrated recently on maltreated children, who escaped their attention earlier; 2/ socially pathological factors connected with the child's immediate surroundings have not been taken into account sufficiently in the struggle for a lowering of the infant mortality rate. The paper deals with diagnosing and prognosticating the maltreatment of children. It analyzes the individual factors and suggests therapeutic and preventive measures in the sphere of social and medical care, educational psychology, and public education.

child, mortality, prevention, health care + care, social welfare; 140900

479. NOVÁK, T.: Tělesný trest není argument. /Corporal punishment is not an argument./

Děti a my, 13, 1983, No. 4, pp. 13-15.
2 photographs.

The article discusses corporal punishment in education and the problems of its use. Corporal punishment is usually used when the ability of the educator fails. Corporal punishment used to play an important role at schools and in families as late as the 18th and 19th century. The author outlines the problems of punishment by confinement at home, prohibition of favourite leisure activities. Punishment should respect one of the basic needs of man - the need of safety. Sometimes a child does mischief to attract attention - in this case punishment becomes a paradoxical reward satisfying the need for contact. The desire to be in the focus of attention predominates here. In his book on the upbringing of children in families, Makarenko says: "Punishment is a very difficult thing requiring lots of tact and caution from the educator". The opposite of punishment is praise and appreciation. Many parents underestimate this means of education. The child learns better something that has been reinforced by praise. It is necessary to praise in time and praise following immediately the respective activity is more effective especially in the case of younger children. A less successful child should be praised for every little thing, not only the effect but also effort should be appreciated. If these educational methods fail, a thorough examination should be made of the child and his family background in the educational counselling centre.

child, methods of education, punishment; 142709

480. RANSCHBURG, J.: Strach, hnev, agresivita. /Fear, anger, aggressiveness./ Translated from Hungarian.

Bratislava, SPN 1982, 137 pp.
Reviewed by: Spišiaková, J.
Predškolská výchova, 37, 1982/1983,
No. 10, p. 29.

The introductory chapter explains emotions and emotional behaviour. The following chapter characterizes fear and describes various kind of children's fears. The third chapter explains the development of aggressive reactions and shows how aggressiveness develops in children. The author stresses that the child's behaviour reflects the behaviour of his parents, educators and teachers.

child, emotion, fear, aggressiveness; 142957

481. SMIRNOVA, Ye.: Pochemu deti plachut ? /Why children weep./

Semya i shkola, 1983, No. 1, pp. 18-19.
1 photograph.

The child's emotional life is very unstable. A preschool child passes easily from bitter weeping to merry laughter. When the child weeps, it is suitable to distract his attention, thus making him forget his tears, gain new impressions, forget his sorrow. The immediacy and vividness of children's impressions, their emotionality - these are the attractions and advantages of childhood and the adults should understand this and accept it. It is through the child's emotional manifestations that we can get to know his wishes and desires.

early childhood, emotion; 142957

482. ZHEZLOVA, L.: *Detskiye strakhi.* /Children's fears./
Semya i shkola, 1983, No. 7, pp. 32-34.
1 photograph.

Loud sounds and falls evoke fear in newborn children. Fear mostly appears in children between the ages of two and three years. These children begin to realize themselves and they fear everything that is strange, unknown. The instinct of self-defence manifests itself more strongly in children than in adults as children have no experience of life and this is the prerequisite for the development of fear. Fear appearing simultaneously with neuropsychological diseases requires special attention. However, it is mostly adults that are to blame for children's fears. These fears may appear directly due to frightening or when the child hears about some dramatic events, when he witnesses a quarrel between his parents etc. Sometimes the parents do not realize what causes the child's fear, such as the coming of Father Christmas animals in the zoo etc. Such fears can be eliminated only by kind, patient approach to the child by the parents. Their love for the child is one of the conditions for the child's composure and satisfaction. If the child feels that he finds support in his parents, he will have little reason for anxiety and fear. If the adults understand the child's fear correctly and help him with kindness, the fear usually disappears in the course of time without leaving any traces on the child's psychology. Any violent methods can only aggravate the child's fear.

early childhood, emotion, fear; 142713

8.3 Development of character traits, moral judgement and qualities.

483. BEŇOVÁ, T.: Analýza vývoje obsahu mravnej výchovy. /An analysis of the development of the contents of moral education./ Cont. 1.

Predškolská výchova, 37, 1982/1983, No. 8, pp. 6-9.
6 refs.

The temporary programme for nursery schools introduced in the year 1953 contains the tasks of moral education in the introductory notes and in the section called Education for correct behaviour. The programme for nursery schools of 1955 that was worked out on the basis of verifying the temporary programme contains a special section on moral education. The school act of 1960 included the education of crèche children in the school system. This made it necessary to work out a comprehensive system of education for children aged 0 to 6. This document is the Programme of educational work in crèches and nursery schools. The contents of moral education are specified in more detail for the individual age groups. The Programme of educational work for crèches and nursery schools of 1978 is the culmination of the development so far. The structure of contents is the same for all age groups in the sphere of moral education. The principle of adequacy is applied within the framework of the specified structure in its individual components. The quality of the present-day contents of moral education was verified in the years 1978 - 1981 both with respect to content and form. An analysis of results achieved in the practice shows that it is necessary to improve further the contents, methods and means of moral education and to intensify the methodological preparation of teachers.

nursery school, moral education, Czechoslovakia;
142957

484. BETTELHEIM, B.: Psychologická role příběhu. /The psychological role of the story./

Zlatý máj, 27, 1983, No. 5, pp. 308-312.

This is a translation of the paper that was delivered at the 18th congress of the IBBY. The author of the paper analyzes well-known fairy-tales /e.g.

those about Hansel and Gretel, the Snowwhite, Cinderella/ from the viewpoint of present-day knowledge of psychoanalysis. He shows that fairytale conflicts correspond closely to the inner problems of the child at early stages of his development. Fairytales are near to children by expressing symbolically primitive fear of being hungered and eaten, jealousy felt towards siblings, fear of parting, fear of one's own fate, fear of the loss of mother as the emotionally nearest person as these are feelings that they experience themselves. The child's identification with the fairytale hero, who copes with all big worries actively and successfully in the end, makes it possible for the child to regain the confidence that was disturbed previously. This is the reason why fairytales remain equally topical as they were in the past. They show children problems in life that the children also have to face, they also develop their moral feeling, understanding and behaviour.

fairytale, function, analysis; 142957

485. BURE, R.: Nekotoryie voprosy nravstvennogo vospitaniya na zanyatiyakh. /Some problems of moral education in the course of activities./

Doshkolnoye vospitaniye, 1983, No. 8, pp. 5-9.

The educational importance of activities does not lie only in passing knowledge of present-day life and of morals in the socialist society. It is possible in the course of activities to teach the children how to fulfil the assigned tasks with concentration, to develop in them the ability to subordinate their actions to a common aim, to feel satisfaction over the success of other children, to help them; to develop in children some qualities, such as the will, the feeling of responsibility. These tasks can be fulfilled successfully if children's activities are organized in a suitable way so that their morally volitive qualities, their positive relation to learning, to their peers can develop in the process of learning. The contents of the knowledge passed to them should be of a generally developing and educative nature. Every activity should be interesting and sufficiently demanding for the children, it should stimulate them to the overcoming of difficulties. The organization of activities should offer opportunities for the development of friendly relations among children, for work on a common task, for the manifestation of interest in others etc.The author gives a number of examples.

nursery school, moral education; 142957

486. CEKHANSKAYA, L.: Malysh kapriznichayet. /The child is naughty./

Semya i shkola, 1983, No. 8, pp. 36-37.

The most frequent cause of children's naughtiness is excessive care of the adults and restriction of the child's independence. The child's desire to be independent grows especially in the third year of life, the child wants to equal adults in his requirements and activities. He often acts even against himself so as not to have to subordinate to an adult. He displays negativism that may become a permanent habit if the adults react incorrectly. A three-year-old child has the right to have his own wishes and to act on his own and adults should give him opportunity to apply his desire for independence and for catching up with older ones. Manifestations of obstinacy and children's quirks may be prevented by developing the children's independence in time. Play is also an opportunity for the child to act as he wishes and to imitate the adults. It is necessary to seek causes for the child's refusal to obey and to eliminate them. Strict adherence to the daily routine, irrespective of the child's wishes, may also do more harm than good.

child, independence, negativism; 142957

487. FASLER, J. - JANIS, M. G.: Books, children, and peace.

Young Children, 38, 1982, No. 6, pp. 21-30.
1 photograph, 4 refs.

The authors discuss possibilities of using children's literature for the education of children for peaceful coexistence and friendship. They point out that books that condemn violence and show a peaceful solution of conflicts, cooperation and respect for cultural values can contribute to the education for peace. In conclusion, they present an extensive list of suitable books for children that may be used in education.

children's literature, education for peace; 142981

488. FEDOSEYEVA, L.: Buduschchiye khozyayeva. /Future managers./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 45-50.

It is the family that should primarily teach the child economy and a considerate relation to everything that surrounds him. The parents should teach their children to take good care of their things, toys, foodstuffs, of social property, they should develop the children's love for nature. The education for economy is effective primarily in activities, such as the tidying of toys, keeping the personal things clean and in order, help with household work.
The child learns to protect public property through his immediate participation with the adults in its protection, in environmental protection. Given purposeful guidance by the adults, the child gets to know that joint work brings quicker results and use for everyone.

child, family + education, moral education; 142713

489. HUG, B.: Die Verwöhnung. /Spoiltness./

Der Schweizerische Kindergarten, 73, 1983, No. 3, pp. 13-15.
2 refs.

Spoiltness is the result of incorrect parental influence on the child. It appears mostly in cases when the mother takes excessive care of her child, acts and thinks instead of the child. The child gets used to it that the others do everything for him, he does not learn to exert any volitive effort, to be patient and to persevere. When the adults require some performance from him later on, he fails, thinks that the others harm him, he lacks resolution. Another incorrect parental attitude is the admiration of the child. The parents praise every single action of the child, admire him, fawn on him. Thus the child does not develop a correct relation to other people, he feels wronged when the others do not admire him and when they require some performance from him. When such a spoilt child grows up, he is permanently discontented and feels wronged, he has not developed his will, is not able to cope with difficulties, does not find any satisfaction in friendship, in contact with people, in work.

child, family + education, moral education; 142713

490. JIRÁSEK, J.: Užitečnost špatných vlastností. /The usefulness of bad qualities./

Děti a my, 13, 1983, No. 2, pp. 14-15.

The article discusses the relativity of good and bad qualities of a child and the importance of correct family education. Assiduity, discipline and obedience are praiseworthy qualities of a good school child but, later in life, these qualities sometimes appear as anxiety, passivity, lack of push and, more generally, social maladjustment. Excessive liveliness is near to harmful obsession, undisciplined changing of interest,uncontrolled ambition. The most important thing is to control the child's activity sensitively, to divert it tactically to where it belongs and to teach the child in a conciliatory way to try and behave correctly and independently. An analysis is given of other personality traits, such as lying, aggressiveness and telling of tales. At preschool age, lying is the product of vivid imagination of the child. At an older age, purposeful lie is a reaction to unsuitable living conditions and to unreasonably harsh and strictly formal education. Lying may be a kind of protective mechanism. As for the telling of tales, the child should learn within the framework of preparation for life when and why to keep silent and also when and why to speak up without hesitation and without fear. An analysis is given of aggressive behaviour and the importance of correct family education is discussed. Correct education should regulate the child's behaviour so that the child grows into a personality that is able to stand up courageously and defend himself, to assert himself suitably; however, these qualities should never grow into aggressive behaviour, nor should the child develop into a submissive, cowardly personality.

child, personality, character, family + education;
142713

491. KAPLAN, L.: Istoki dobroty. /The sources of goodness./ Doshkolnoye vospitaniye, 1983, No. 3, pp. 50-53.

A child is born neither generous nor mean, this depends on how he is raised. A young child accepts only but it is possible since the age of six months to play with him a "give me" play. This play gives some content to the adult's play with the child. A one-year-old child may be asked to hand over some object or toy. This is suitable also for the speech and motor development. At this age, the child does not understand the difference between giving and handing yet. A three-year-old child begins to learn the manners. His parents should give him an opportunity to share something with his friends. Education for generosity is only a part of moral education and it is connected with the development of consideration and sympathy. The child gets to know the wishes of his friends and is led to fulfil them. He should learn to deny himself his wishes and not to take other children's toys.

early childhood, moral education; 142957

492. KUCHTOVÁ, J.: Ideologická výchova. /Ideological education./

Predškolská výchova, 37, 1982/1983, No. 6, pp. 18-19.

The author describes how she uses literature for the ideological education of children. She used the poem Songs of Jan Nálepka on the occasion of the liberation of Czechoslovakia. The poem Children's question by

E. Čepčeková helped the children to grasp the meaning of the word "peace". She used the poem Our May Day by K. Bendová to express the special May Day atmosphere. The problem of atheistic education emerges in connection with ideological education.

nursery school, literary education, ideological influence; 142981

493. OSTROVSKAYA, L.: My i nashi deti. /We and our children./

Doshkolnoye vospitaniye, 1983, No. 8, pp. 54-58.
1 ref.

Education brings results only if adults are able to select from among various methods and ways those that correspond to the concrete situation with respect to the child's individuality; if there is mutual understanding between the adult and the child, if adults have authority with the child and if all of them require the same from the child; if the child grows up in an atmosphere of positive human relations, if the adults appreciate the child's positive qualities in contact with him, if they treat him as a developing personality. The way in which the child behaves to the individual adults depends on them, not on the child. An adult that combines adequate demands with respect for the child has authority with the child. The author gives a number of examples.

child, educator, emotional relationship; 142957

494. OSTROVSKAYA, L.: O distsiplinirovannosti./Disicipline./
Doshkolnoye vospitaniye, 1983, No. 6, pp. 49-53.

Discipline is the result of the whole system of education. It is necessary to develop in the child positive habits influencing his behaviour, to develop his feeling of responsibility for his behaviour, which manifests itself as conscious obedience /obedience is the first degree of discipline/, to adhere to rules of behaviour, to act in keeping with the collective opinion. Conditions in which the child lives are of considerable importance for education: suitable daily routine, play, activities, participation in household work. Six-year-old children should be given long-term work tasks /e.g. daily care for house plants/. Discipline is the ability to adhere independently by oneself to the rules of behaviour, to meet the requirements of parents and other adults, to feel responsible towards them. The author gives a number of examples.

early childhood, moral education, discipline; 142957

495. OSTROVSKAYA, L.: Pochemu rebenok ne slushayetsya.
/Why the child does not obey./

Moscow, Prosveshcheniye 1982. 2nd enlarged edition.
Reviewed in: Arnautova, Ye.: Posobiye dlya vospitateley.
Doshkolnoye vospitaniye, 1983, No. 1, pp. 75-76.

Using concrete examples, the author shows how to organize the child's life in his family in a suitable way, how to shape the relations inside the family so as to ensure their favourable impact on the child's moral development. She stresses the necessity to know the specific psychological and individual features of children of the respective age as this helps to detect correctly the motives of the child's behaviour. The family climate, The child's everyday life in his family, Why the child's partner is a child, Obedience and discipline of a preschool child are chapters that are especially stimulative. The supplement contains examples of talks and discussions with the parents about problems of moral education and graphic materials for wall-mounts for parents.

early childhood, family, moral education; 142957

496. QUIN, S.: Le caractère selon Wallon. /The character according to Wallon./

L'école maternelle française, 1982/1983, No. 6, pp. 17-28.
7 refs.

The aim of this psychological study is to make the reader acquainted with the concept of character in the works of H. Wallon, an outstanding French psychologist. According to Wallon, the character of the individual is defined as the habitual or constant way of reacting that reflects the whole personality of the person. The rudiments of the character lie in the biological outfit of the child. The author describes stages of character development: the sensorimotor and projective stage /age 1 - 3/ and the personalism stage /age 3 - 6/, paying attention to the connection between the development of character and the development of senses, behaviour, intelligence and play, especially symbolic play. The conclusions of this psychological analysis bring numerous stimuli for the early childhood education.

early childhood, developmental psychology, character;
142957

497. ROUBÍČKOVÁ, Z.: Škola charakteru. /School of character./
Rodina a škola, 30, 1983, No. 9, p. 8.

This is a reportage about the practical fulfilling of tasks of moral education in the nursery school in Velké Opatovice. The age between three and six years is called the school of character. The rudiments of moral relations and moral qualities are formed in this period.

nursery school, moral education, Czechoslovakia;
142957

498. SCHUSTER-BRINK, C.: "Guck mal, der Hase ist eingeschlafen!" /Look, the little hare has fallen asleep./
Spielen und lernen, 1983, No. 5, pp. 22-23.
1 photograph.

This is an analysis of an incident on the motorway when a family driving a car ran over a small hare. The author discusses the problem of how to explain the fact of death to the child. She shows that this incident, more or less banal today, may inspire a sensitive child to a number of questions that the adult finds it difficult to answer. She stresses that this sensitivity should be fully respected.

early childhood, emotion, emotional relationship; 142957

499. VOIGT, S. - THRON, E.: Erfahrungen bei der Herausbildung von Norm- und Wertvorstellungen durch das Stegreifspiel in der älteren Gruppe. / Experience with the forming of ideas of standards and values in children of the older group through creative play./

Neue Erziehung im Kindergarten, 16, 1983, No. 1, pp. 7-9.
3 photographs, 6 refs.

This article, which is based on educational reading, deals with the description of teachers' experience with the forming of ideas of social standards and values. The teachers directed suitably play situations, prepared materials and supplied various other stimuli to make the children realize even in their play what social relations and values followed from play situations and roles.

nursery school, child, socialization, play; 142951

500. VOIGT, S. - THRON, E.: Erfahrungen bei der Herausbildung von Norm- und Wertvorstellungen durch das Stegreifspiel in der älteren Gruppe II. /Experience with the forming of ideas of standards and values in children of the older group through creative play - part II./

Neue Erziehung im Kindergarten, 36, 1983, Nos. 2-3, pp. 37-40.
3 photographs, 2 refs.

This is a continuation of the article discussing the development of creative, especially dramatic play of preschool children, topic-oriented to making the children acquainted with social standards and values .

nursery school, play, creativity, dramatic education;
142951

8.4 Relations among children: education of a children´s collective

501. ČERNOUŠEK, M.: Sourozenecké vztahy - věčná rivalita a láska. /Relations between brothers and sisters - rivality and love forever./

Děti a my, 13, 1983, No. 4, pp. 3-5 and 9.
2 photographs.

Mutual relations between brothers and sisters represent quite a special type of family ties. They usually last for the longest period and, compared with the parent-child relationship, they are equal. There are three basic models of relations between brothers and sisters: loyalty /it develops only in certain family conditions and can sometimes turn into the opposite/, rivalry /which is a very frequent phenomenon lasting till old age/ and solidarity /the feeling of being close, the siblings seek one another's company and understand one another/. Studies were made to find the influence of the birth rank on the mental ability of brothers and sisters. The results show that elder children reach better scores in intelligence tests than the younger ones. Comparisons were made of elder and younger children from the same families. Other psychological dependencies of the birth rank were followed, too: timidity,self-appraisal, neuroticism, tendency to conform. As empirically obtained results show, the birth rank of the child in the family plays an important role. Observations were made of 32 pairs of siblings and it was found that the mothers devoted more time to their first-born children, feared more for them, restricted them more. The first-born children are not so popular with their peers as their younger brothers and sisters. The younger children encounter problems in adolescence in seeking their own identity, they have lower self-confidence, their self-appraisal and a realistic view of themselves are complicated and they have more conflicts in the social sphere. In later life, the first-born children are people geared to performance, they become leaders, they take up the initiative and take over responsibility. The German psychologist W. Toman arrived at an interesting view on the basis of his study of the psychology of siblings, namely that the position of children in family had a considerable influence on the quality of their future marital relations.

family + education, child, sibling; 142700

502. NOVÁK, T.: Víte, jak nás vidí děti ? /Do you know how children see us ?/

Děti a my, 13, 1983, No. 1, pp. 18-19.
1 photograph.

The article discusses ways of findings how our own children see us. These are, in fact, games that enable us to look into our children. A psychotherapeutic game when the adults sit down on the floor and view the world through their child's eyes; a game consisting in the changing of roles /adults act the children and vice versa/; drawings showing "what it is like at home", "whom I like best at home"; puppet theatre; spontaneous children's play when they play father and mother - these are all attempts revealing the child's soul for us. The seeking of an objective answer to the question "how our children see us" is neither loss of time nor excessive luxury. It is certainly not easy to be a good mother or father in today's complicated, quickly changing world. If we want to hold our ground, we must seek new ways helping us to get to know the youngest generation.

child, psychotherapy, play; 142705

503. RUTMAN, E.: *Trudnaya nauka obshcheniya.* /The difficulties of learning social contacts./

Semya i shkola, 1983, No. 7, pp. 20-21.

This is information about a survey studying the effectiveness of various ways of teaching children how to use jointly toys and other things. The most effective way consisted in teaching the children to turn verbally to their friends and to offer them joint play or a joint toy. When the child accompanies his intention with words, he remembers it better for the next time.

early childhood, collective education, language education; 142957

504. TADZHIBAYEVA, L.: *Formirovaniye navykov kollektivnoy deyatelnosti na zanyatiyakh.* /Forming the habit of group activity in the course of educational activites./

Doshkolnoye vospitaniye, 1983, No. 2, pp. 9-11.

The concentration of children in smaller groups for a joint task in art education /e.g. the modelling of a zoo/ teaches them to cooperate and forms in them ideas of team work. The acquired habits of cooperation are sufficiently permanent as the teacher's explanation concerning the standards of behaviour and the relation to peers is reflected in the children's activities. The children apply this experience and these habits to other activities, such as work, play, and everyday contact.

nursery school, collective education; 142957

505. **TERESHCHUK, R.:** Razvitiye populyarnosti sredi tovarishchey. /Developing popularity among peers./ Doshkolnoye vospitaniye, 1983, No. 9, pp. 45-47 and 57.

Contact with peers is of considerable importance for the development of the child's personality. Some children are more social, they take up contacts easily, others take time to get used to other children's society. There are popular children with whom others like to play and are willing to subordinate to them; other children do not evoke interest of their peers, they live in the group in isolation. The causes of popularity are different in the individual age groups. The youngest children like playing, the older ones appreciate the ability to lead an intricate game, to invent something, the knowledge of something etc. Children are usually not able to give reasons for preferring a certain child, their sympathies are superficial. The teacher must pay attention to manifestations of mutual sympathy among children. She should help the youngest ones to form smaller groups for their play, and, if necessary, she should group more passive children with those showing more initiative. She should point out the good qualities and skills of the individual children, stimulate their initiative. All this should help the children get to know one another and thus rear mutual sympathies.

early childhood, social relation; 142957

506. Thema Frieden. /The topic of peace./

Dr Schweizerische Kindergarten, 73, 1983, No. 10,
pp. 17-20.
2 figs., 1 photograph.

The author combined the topic of peace with Christmas atmosphere. She explained to the children that, on a small scale, peace began with them, that they should be friendly to one another. Her class comprising twenty children was not a friendly one. There were small permanent closed groups within the class that did not play with other children. Those who did not belong to any of these small groups were slighted. Some children did not want to sit beside certain children or to shake hands with them. The teacher prepared invitation cards in the period before Christmas and wrote on them which dhildren should visit whom. The selection of children was made to enable children that were not friends in the nursery school to get to know each other better. The teacher sent an explanatory letter to the children's parents. In spite of some negative reactions, the parents agreed in the end and mutual visits of children served their purpose.

nursery school, moral education, peace; 142957

8.5 Education for the scientific world outlook

507. KRASNOVA, Yu.: O nekotorykh formakh raboty po ateisticheskomu vospitaniyu. /Some forms of atheistic education./

Doshkolnoye vospitaniye, 1983, No. 1, pp. 30-32.

Atheistic education fulfils two principal tasks, namely it forms in the children a correct relation to natural phenomena and to social life, and it prevents the manifestations of religious prejudice and eliminates them, if necessary. It penetrates all kinds of children's activities, especially when the children are getting acquainted with natural phenomena, with changes taking place in the nature and their consequences. Cooperation with parents and purposeful, atheistic propaganda made on a scientific basis is necessary for the prevention of religious prejudice.

child, atheism + education; 142961

508. REITMAYEROVÁ, M.: Politickovýchovná práce s předškolními dětmi. /Political education of preschool children./

Základní a rekreační tělesná výchova, 28, 1983, No. 12, p. 1.

This is an instruction to sports instructors concerning the forms of political education they should choose so as make the topic understandable for the children. The author gives also examples of work in training lessons in the course of the year.

early childhood, physical education, ideological and political education; 142955

509. UHRÍN, S.: Výchova k pravdivému pohľadu na svet. /Education for a true view of the world./

Predškolská výchova, 37, 1982/1983, No. 8, p. 1.

Research studies show the need of atheistic education for older preschool children, with parents and other family members participating in it. It is necessary to explain the natural character of natural and social phenomena to nursery school children in a way adequate to their age. The feeling of friendship, moral qualities of mutual help and support that form in the children's collective in the course of joint play and experiences are the basis of education for the scientific world outlook, for atheistic conviction.

early childhood atheism + education; 142957

8.6 Education for socialist patriotism and internationalism

510. BEŇOVÁ, T.: Vývin koncepcie mravnej výchovy. /The development of the conception of moral education./

Predškolská výchova, 37, 1982/1983, No. 7, pp. 4-6. Cont.

In the history of socialist preschool education, moral education has always been the core of nursery school education. The first guideline for the work of preschool facilities in Slovakia was the "temporary programme for child care facilities" of the year 1946. The contents of moral education are dispersed throughout the whole programme. It reflects the complicated situation of the period 1945 - 1946. The programme that was introduced in August 1948, i.e. after the victorious February events, calls for the forming of the basis of education of nationally conscious and courageous defenders of the people's democratic state, for evoking their love for their country. Components of moral education include education for collectivism, patriotism and internationalism, for a positive attitude to work, for discipline. The period till the year 1953 in which this programme was used is characterized by the effort to eliminate the remnants of bourgeois theories and by a clearly felt influence of Soviet theory and practice.

nursery school, moral education, Czechoslovakia; 142957

511. **MINAŘÍKOVÁ, M.:** Oslavy v mateřské škole.
/Celebrations in the nursery school./
Predškolská výchova, 38, 1983/1984, No. 3, p. 1.

Feasts and celebrations bring the children rich emotional and aesthetic experience. The observation of the preparations and adequate active participation in it develops in the children positive relations to their nearest surroundings and to social life, it develops and reinforces desirable character traits and volitive qualities. Children´s celebrations and feasts may be divided into several groups: 1. Those connected with the specific child´s life /name days and birthdays of the child and of people surrounding him/. 2. Celebrations of public holidays and memorable days are enumerated in the new adjusted programme of educational work and stress is laid on the extent to which the children should participate in them so as to prevent their overloading.
3. Celebrations and feasts connected with the specific nursery school environment, with the community and its traditions. The teachers encourage the children to take an active part in some of them, others may be attended in the company of the children´s parents. Then the children talk about their experiences in the nursery school.

nursery school, celebration; 142957

512. ORLOVSKAYA, T.: Internatsionalnoye vospitaniye detey. /International education of children./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 10-13.
4 photographs.

This is information about friendship between nursery school No. 3 in the town of Kolomna in the U.S.S.R. and nursery schools in Mladá Boleslav and Kosmonosy in Czechoslovakia. The author uses especially Czech books for children, many of which have been translated into Russian, and illustrations /Lada, Ladová/.Work with Czech children's books opens wide possibilities for the children's all-round development and for the development of their international feelings.

nursery school, literary education, socialist internationalism; 142981

513. PURSCHKE, S. - SAWALL, A.: Vorschulgemässe pädagogische Arbeit - richtig verstanden ? /Is the adequacy of educational work in preschool understood well ?/

Neue Erziehung im Kindergarten, 36, 1983, No. 4, pp. 83-85, 88.
3 photographs.

The authors describe their experience with making preschool children acquainted with the social environment. The idea of making them acquainted with soldiers as defenders of the country was put into life by joint activities in the making of a model of barracks and

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places where soldiers can be found. The children got acquainted with the community in which they lived through a model of the place: houses made of paper, supplemented with figures and significant orientation points. It is the authors'opinion that these activities contribute to the familiarization of children with their surroundings and the society.

nursery school, intellect education, socialization; 142961

514. RIEDEL, B.: Die Vielfalt des sozialistischen Lebens im Spiel widergespiegelt. /The variety of socialist life reflected in children's play./

Neue Erziehung im Kindergarten, 36, 1983, No. 6, pp. 125-127.

The paper prepared on the basis of educational reading on the topic stated in the title discusses ways the author used in her work with children enabling them to reflect the rich life of the socialist society in their play. She paid a lot of attention to the observations of the surrounding life and to talks about what the children saw round. The topic of military life was reflected frequently in the children's play.

nursery school, play, socialization; 142951

515. SOLOVYEVA, T.: Puteshestviya po leninskim mestam. /Wandering through places connected with Lenin./ Doshkolnoye vospitaniye, 1983, No. 4, pp. 5-8.

The author describes her experience with work in the transfer class where a plan of "wanderings" with the help of an epidiascope was used. Sets of viewcards were used for the purpose. The teacher prepared a plan of what to tell the children about pictures shown to them, topics for discussions with the children. Plans shown here as an example include topics "Lenin's city - a beautiful city and "Travelling to the Razliv lake". Plans of these activities contain the task and the aim, methods used /the teacher's narrative, questions for a discussion, listening to music, singing of a song about Lenin/, the necessary aids, preparatory work and a detailed syllabus.

nursery school, audiovisual aid, the U.S.S.R.;
142953

516 VRANIAKOVÁ, M.: Oboznamovanie detí s okolím a ĺudovou architektúrou. /Making the children familiar with the surroundings and, folk architecture./ Predškolská výchova, 37, 1982/1983, No.6, pp. 13-14.

This is the experience of a teacher, who made the children acquainted with folk architecture in the surroundings of Prešov, especially with the old Salt Works, which is a national cultural relic.

Having made several walks connected with observation and talks, the children were asked to express their impressions in drawing. Their drawings were successful, the children named correctly the buildings they had drawn. Then the teacher arranged a visit to the local salt works where the children saw present-day production of salt, they saw the machines that make the work of the workers easier. Thus pride is evoked in the children over the results of human work and the rudiments of socialist patriotism are formed.

nursery school, moral education, work education;
142957

517. ZHUK, M.: Rabota s roditelyami po vospitaniyu detey na primere zhizni i deyatelnosti V. I. Lenina. /Cooperation with the parents in the education of children through the example of V. I. Lenin's life and work./

Doshkolnoye vospitaniye, 1983, No. 4, pp. 8-9.

The education of children through using the example of Lenin's life and work is a task that is to be fulfilled in cooperation with children's parents. The nursery school mentioned here prepared lectures for parents where they were given an explanation of how to talk with their children, which books about Lenin to read for them. They were recommended to use local material as much as possible /names of streets and the like/, as it is possible to explain to the children in this way how people respect Lenin.

The parents should not do the work of nursery school but they should reinforce and extend the knowledge that the children gain in the nursery school.

nursery school, cooperation, family, intellect education, the U.S.S.R.; 142751

8.7. Developing a positive attitude to work

518. ADÁMKOVÁ, V.: Pracovní výchova ve venkovské škole. /Work education in a rural school./

Predškolská výchova, 37, 1982/1983, No. 5, pp. 6-8.
3 photographs.

This is a description of children's work activities and of their observations of adults at work the whole year round. Lately the school has concentrated on growing plants and rearing animals /an aquarium, a terrarium, attempts to grow some kinds of vegetables/ and work with wood. Before the beginning of their school attendance, the children learnt to be self-sufficient, they are used to the keeping of hygienic habits, they have good table manners; they can play with simple building sets, with various kinds of work materials, they know the principles of labour safety, they have mastered the basic knowledge of various trades that they can observe in their community.

nursery school, rural area, work education; 142965

519. BENEŠOVÁ, E.: Nepodceňujme "okrajové" úkoly v pracovní výchově. /Let us not underestimate "marginal" tasks in work education./

Predškolská výchova, 37, 1982/1983, No. 5, pp. 9-10.
1 photograph.

The article describes the experience of a teacher who divided the tasks of self-sufficiency for three- to four-year-olds and four- to five-year-olds into the individual months. At the beginning of the school year she made the three- to four-year-olds acquainted with activities necessary for self-sufficiency in the form of play. Later older children trained these activities in the form of group play in the afternoons. The parents were explained what sequence the children were to keep in dressing so as to keep it identical with the school's requirements.

early childhood, work education; 142965

520. BRACKMANN, G.: Karl Marx - Verteidiger und Interessenvertreter der Kinder. /Karl Marx - advocate and supporter of children's interests./

Neue Erziehung im Kindergarten, 36, 1983, Nos. 7/8, pp. 137-141.
2 photographs, 32 refs.

Proceeding from an analysis of Karel Marx's works, the author shows that Marx was one of the first to criticize the abuse of children in the process of work, to describe shocking examples from manufactories of that time and to prove simultaneously that it was urgent to eliminate this. He analyzed the educational importance of work activities and the need of children's preparation for their participation in the process of work but he refused categorically the exploitation of children. He reasoned theoretically the conception of education for work in a society that would come into being after the victory over capitalism.

child, work, work education, Karl Marx; 140563

521. Co dělá máma, /What Mum does./

Rodina a škola, 10, 1983, No. 2, p. 5.

This is a short contemplation of the importance of preschool children's knowledge of the work their parents do. The parents should talk to their children about what they do at work and why. This knowledge helps the children to develop a positive attitude to work, while simultaneously enriching their imitative play.

early childhood, family + education, work education; 142965

522. FONAREV, A. - TEPLYUK, S.: Predposylki trudovogo vospitaniya. /Prerequisites of work education./

Doshkolnoye vospitaniye, 1983, No. 11, pp. 27-32.
4 tables.

One cannot speak about work of younger preschool children in the proper sense of the word. At this age, work education is the forming of some personality traits that appear later as necessary prerequisites for a correct attitude to work. There is a close connection between the two aspects, namely between developing the habits of self-sufficiency and the forming of personality traits, as work education takes place in the process of activity and cannot be effected without the necessary skills and habits. The forming of prerequisites for work education was one of the tasks of a research study described here. Prerequisites for work activity are mental and physical properties that are necessary for performing various work activities. One of these prerequisites is the ability of exerting volitive effort, which is not inborn but can develop in very early childhood. Another prerequisite is independence. In their third year of life, children get quickly absorbed in the activity itself but they forget easily the final results of their activities. However, with correct educational guidance, a connection is reached easily between activity and its result. Another prerequisite is the ability to use work tools, certain locomotive habits. All kinds of children's activities need some encouragement and motivation. The first stage of the research study comprised the observations of children's characteristic activities in the course of fulfilling work tasks in preschool child care facilities in the course of the year. The activities mostly represented work in the garden that the children did with the help of adults. Criteria of correct execution were readiness to fulfill tasks, independence, attitude to the results of the respective child's activity. The children reached very low indices in all of these criteria. The authors studied the strength of hands in 1,000 children aged 2 - 3. On the basis of this study, they recommend 0.5 - 0.85 kg as an optimum physical load for these children. The children can carry loaded buckets in both hands /sand, water, snow/ for a period of five to seven minutes and they can carry this load twice. The experiment proceeded from the hypothesis that the forming of prerequisites for work education can begin at the age of two years. However, this requires the correct motivation and orientation to the final result. The activities were divided into smaller cycles: 1/ the filling of buckets with sand; 2/ the carrying of buckets; 3/ the emptying of buckets into the sandpit. Tables show the teacher's and children's joint work activities and the results reached in fulfilling this work task by children aged two to two and a half. Criteria of correct execution were readiness to fulfil the task and the wish to share in its fulfilling; concentration on the fulfilling of partial tasks and interest in the final result; correct use of tools; independence. It was possible to use these criteria for deducing the level of readiness for work and the children's attitudes to the individual elements of the work task. At the end of the experiment, after 18 observations, the results were clear - 96 to 100 per cent. Children aged 2 years 7 months to 2 years 10 months showed the best results. It can be supposed that children are especially sensitive at this age. Work education is necessarily connected with the development of operative habits, with the ability to use tools. However, the most important thing is the shaping of the child's personality. This educational task must have a leading position in early childhood education.

early childhood, work education; 142965

523. KISELEVA, G.: Trudovyie porucheniya v praktike sovmestnoy raboty detskogo sada i semyi. /Work tasks in joint work of nursery school and family./

Doshkolnoye vospitaniye, 1983, No. 10, pp. 32-33.

The author describes the experience from a nursery school where joint work of parents and children was organized besides the usual forms of work education. The children got the tasks of making jointly with their fathers flower boxes, bird-tables, toys, of cutting pictures out of magazines and using them in a subject-oriented album and the like. The importance of these work tasks lies in children's share in making a useful thing, in acquiring many work habits of adults. Another time the parents were invited to do some voluntary work together with their children. Tasks were assigned both to parents and to their children on these occasions, such as the spring tidying of the garden. Work done jointly with parents was interesting for the children and enabled the parents to check the results of their children's work.

nursery school, cooperation, family, work education;
142751

524. KLIMOVA, K.: Obucheniye starshikh doshkolnikov ruchnomu trudu. /Teaching handiwork to older preschool children./

Doshkolnoye vospitaniye, 1983, No. 9, pp. 19-22.
1 table.

Productive activities enabling the child to see for himself how the results depend on his own effort create favourable conditions for the forming of moral qualities. Handiwork means independent making of various objects with the use of simple tools. The results are practical and useful. The feeling of usefulness of his own work influences the child's relation to his work and his effort to achieve the best results possible. The following sequence is recommended: reaching the children's psychological readiness to do the suggested work, planning the respective activity /determining the sequence of the individual operations/, preparation of the work-place, making the respective object including the teaching of technology and organization of inspection, evaluation of results, conclusions. A well-arranged table shows activities that nursery school children should master, tools for them to use, the necessary materials and things they can use. Handiwork as a means of education can bring results only when it respects the children's exceptional mental qualities and the prospects of their further development.

early childhood, work education; 142965

525. KLOCHKOVICH, A.: *Metodicheskoye rukovodstvo i kontrol za osushchestvleniyem programmy po trudovomu vospitaniyu.* /Methodological guidance in the sphere of work education and check of fulfilling the tasks laid down in the curricula./

Doshkolnoye vospitaniye, 1983, No. 9, pp. 17-18.

Work education comprises the learning of work skills and habits as well as elements of moral education. This is why the yearly plan of the crèche-cum-kindergarten makes work education a significant factor of moral education. When verifying the results of work education in the individual groups, the headmistress follows the children in the course of various work activities and talks with them, asking them questions such as: "How do you take care of the plants?", "How are your dolls?" Topics of work education appear in the individual study plans of the teachers and they are regularly put on the agenda of staff meetings.

early childhood, work education, the U.S.S.R.; 142965

526. KURBATOVA, R.: Zadachi otdelov narodnogo obrazovaniya i doshkolnykh uchrezhdeniy v dalneyshem sovershenstvovanii nravstvenno-trudovogo vospitaniya doshkolnikov. /Tasks of education departments and preschool child care facilities in further improvement of preschool children's moral and work education./

Doshkolnoye vospitaniye, 1983, No. 10, pp. 6-9.

Work education begins since the first years of the child's life. It is necessary to develop in the children the habit and need to work, to teach them respect to socially useful work. The social orientation of work should be formed gradually and consistently. Here the tasks of moral education merge with those of work education. Industry is a complex quality, being more the result than the beginning stage of work education. Training for industry is connected with training of the will, with the feeling of responsibility and discipline. Respect for work manifests itself in a considerate relation to things, in using materials and foodstuffs economically. To secure a purposeful, creative and developing nature of the children's participation in work, it is necessary to make them utilize in the course of work the knowledge and habits acquired in art education, mathematics, familiarization with the surroundings and the like. Getting acquainted with the nature and children's work in the nature are also the most suitable forms of atheistic education. Success in work brings the child joy. This joy increases if the work is done jointly and appreciated by the whole collective.

This is the starting fact for education for collectivism.

early childhood, work education, collective education, the U.S.S.R.; 142965

527. LOGINOVA, V.: Vzaimosvyaz sredstv trudovogo vospitaniya. /Mutual relations among means of work education./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 34-39.

Soviet educational theory considers preschool children's work activities as the process of mastering work activities of adults with their motives, orientation and normative structure. This entails the following tasks: forming the habits of work activities in children; developing their ability to do work processes; developing their interest in adults' work and a positive attitude to it; respect to working people; teaching the child to imitate adults' activities; shaping the child's personality in the process of his own work activity, forming the rudiments of industry, the ability to cooperate and help one another. These tasks are solved on a complex basis. The main means of work education comprise making the children acquainted with adults' work, teaching them work activities, children's participation in everyday work. The children learn work activities either individually or in specially organized activities. The author points out that the problem of mutual interplay of means of work education is not solved in a satisfactory way in the present-day theory and practice of early childhood education. For instance, the present-day curricula do not specify abilities that the children should master so as to be able to perform work processes.

early childhood, work education, the U.S.S.R.;
142965

528. OSTROVSKAYA, L.: Obscheniye s rebenkom. /Contact with the child./

Doshkolnoye vospitaniye, 1983, No. 10, pp. 53-58.

Ever since the first manifestations of the mother's care, the adult-child contact brings an enrichment of the growing child's inner life. The family, with its emotionally moral climate, is a school of culture in mutual relations. It is especially important at preschool age, when the child is getting acquainted with the surrounding world, that the parents talk with their child about everything he can see around him, that they extend his experience in the course of walks, make him acquainted with the place he lives in, with the nature. Adults in the family are the child's models of behaviour. This is why it is important for the child to participate in adults' work, to get to know the importance of human work. Children's play also requires adults' participation. The parents can influence indirectly the play contents and also the child´s emotions and actions, his initiative, his creativity. If given the correct orientation by adults, all children´s activities acquire educational value.

early childhood, family + education; 142713

529. PATLOKOVÁ, J.: Návaznost na jesle. /In continuation of the crèche./

Predškolská výchova, 37, 1982/1983, No. 5, pp. 14-15. 2 photographs.

The author discusses experience from a joint facility /crèche-cum-kindergarten/ where the inner continuation between the crèche and the kindergarten influences the children´s work education, especially the mastering and reinforcement of the habits of self-sufficiency. Joint staff meetings held in the facility are connected with exchange of experience, crèche nurses and children visit the nursery school and vice versa.

crèche, nursery school, work education; 142965

530. SERGEYEVA, D.: Sovmestnaya trudovaya deyatelnost rebenka i vzroslogo. /Adults´ and children´s joint work activities./

Doshkolnoye vospitaniye, 1983, No. 1, pp. 27-30.

Adults´ and children´s joint activities are understood as activities in which the teacher is the direct participant in the work activity, not only organizer of the children's work activity. Joint work with children is a form of organizing their activity. It is used most frequently in work with very young children, e.g. the children are to bring sand from a heap of sand brought by a lorry to the sandpit. The teacher explains to the children what the aim of the work is, she makes them familiar with the tools, she shows them how to work so as not to spill the sand on the way. The teacher's activity serves as an example for the children: The teacher encourages and motivates the children /they will "bake cake" then/. The teacher's emotional involvement is of great importance.

nursery school, work education; 142965

531. UGNIVENKO, O.: Rukovodstvo rayonnogo otdela narodnogo obrazovaniya trudovym vospitaniyem v doshkolnykh uchrezhdeniyakh. /Administering work education in preschool child care facilities by the department of education./

Doshkolnoye vospitaniye, 1983, No. 11, pp. 16-19.

The experience of the Vasileostrovski district department of education in Leningrad is discussed. The department worked out measures aimed at improving the control and inspection of work education in preschool child care facilities. Each preschool child care facility has a "patron" - a plant helping the facility with the material equipment. There is also cooperation among schools. Older pupils make toys and inventory for work education. The department runs courses and workshops on work education for staff members grouped according to their previous level of education reached, length of teaching practice etc. Conferences held before the beginning of the school year are accompanied traditionally by displays showing the best experience from the previous school year. In the year 1982, all nursery schools taking the children into "fresh-air schools" for the summer were assigned tasks requiring the staff members to concentrate on processing their experience in one sphere of work education. The department makes regular checks to see the results of measures taken. Overall inspections are done in ten facilities every year. Topic-oriented checks concentrated on the organisation of work in fresh-air schools.

nursery school, work education, the U.S.S.R.; 142965

532. UZBEKOVA, G.: Kharakteristika nekotorykh nravstvennykh predstavleniy. /A characterization of some moral concepts./

Doshkolnoye vospitaniye, 1983, No. 8, pp. 29-32.

This is information about an inquiry into children's moral concepts of their attitudes to work. Children's attitudes were evaluated on the basis of individual talks about pictures or short stories describing situations in which the acting person was a preschool child. The experimenter asked questions, explained the situation, asked each child what he would do in such a situation, what his friends would do and how he would evaluate their behaviour. Children's answers were supplemented with the results of observations of their behaviour in the nursery school as well as in the families. The level of answers obtained was evaluated as the lowest, low, medium, high and the highest. Most children reached the medium level. Only several children from the transfer class reached the highest level but most children of this age could be classified as medium. This is a significant finding as such a level of moral concepts can have a negative impact on their attitude to school work.

early childhood, moral education; 142957

9 SPEECH AND LANGUAGE DEVELOPMENT

9.1 Speech development

533. DELMAS, M.-C. - SOLAIS, O.: Vivre et parler ici dans la Manche. /Living and speaking here in La Manche region./

L'école maternelle française, 1982/1983, No. 4, pp. 5-27.
1 map, 2 tables, 9 refs.

The paper brings an extensive report on a survey conducted in six centres near La Manche and comprising several hundreds of people. The survey concentrated on the following problems: How to diminish differences between the language used in the family and that used at school ? How to bring the two languages nearer to each other without restricting and deteriorating the language standard? The survey studied children's utterances in various life situations and activities; it concentrated on studying the language structure, the communicative function of the language and on the possibilities of stimulating children's utterances by means of films, pictures and the like. The rich material collected concerning the individual problems is arranged clearly in the attached tables.

early childhood, language education, research, France; 142959

534. DITTELOVÁ, M.: Aktuálny problém - výchova cigánskych detí. /The education of Gipsy children - a topical problem./

Predškolská výchova, 38, 1983/1984, No. 4, pp.14-15.
2 photographs.

Language education is of prime importance in the work with Gipsy children. In her first meetings with Gipsy children, the teacher must make use of Gipsy expressions and make the children gradually acquainted with the Slovak language. The speech of Gipsy children has some special features. The emphasis they are used to is different and they find it difficult to get rid of this habit. They often use direct translations of their thoughts, using grammatical structures of the Gipsy language /"I have cold" instead of "I am cold"/. Guttural sounds typical for the Gipsy phonetics survive long in their pronunciation, they find it difficult to pronounce groups of consonants. It is not true that Gipsy children are always talented for music. They have difficulties with rhythmization and the teachers must exert considerable efforts to cultivate their characteristic vocal utterances. The educational work must be adjusted to the composition of the children's group and suitable individual approaches must be chosen.

Gipsy child, language education; 141325

535. KIN, J.: Langage. /Speech./

L'école maternelle belge, 1983/1984, No. 1, pp. 11-28.
20 figs.

The paper deals with language education in the nursery school. Ever since his birth, the child comes into contact with the speech, which is an important tool for the development of his intelligence, emotionality and the whole personality. The centre of the article is formed by recorded adult-child and child-child dialogues. An analysis of these dialogues is used as the basis for showing possible ways of developing children's speech in the nursery school.

nursery school, language education; 142959

536. SVAČINA, S.: Řekni: máma. /Say mummy./

Rodina a škola, 30, 1983, No. 1, p. 5.

This is a description of how young children learn to speak. The article stresses the importance of family background and its influence on the development and quality of speech.

first childhood, language education; 142959

537. TESSIER, G.: Comment le petit enfant apprend-il à parler ? /How does a young child learn to speak ?/
L'éducation enfantine, 1982/1983, No. 6, pp. 8-14.
2 refs.

The development of the child's speech is of interest for his parents, educators and psychologists. It belongs to problems that must be solved on an interdisciplinary basis. The author characterizes the contribution made by various theories /psychological, behavioristic, genetically psychological and psychoanalytical ones/ to the present-day knowledge of speech development and language education.

early childhood, language education; 142959

9.1.1 Communication

538. FROMMER, M. S. - YUDKOVITZ, E.: How children clue into the meaning of messages: A look at language comprehension.
International Journal of Early Childhood, 15, 1983, No. 1, pp. 9-13.
2 tables, 7 refs.

The authors have studied language development in children and the relation of verbal and non-verbal communication in the child-adult relationship. They have found that both kinds of communication are very important for the child's comprehension of the meaning of what he is told. The child takes into account the whole situational context more frequently than the verbal communication. Comprehension is prevented by condensed means of expression in the language; these are the reasons for the child's not understanding an appeal. Observations of the authors are supplemented with an analysis of some cases.

child, language education, communication; 142959

539. ILOTT, H.: The marginal communicator in the early childhood program.

Early Childhood Education, 16, 1983, No. 2, pp. 8-12.
1 table, 4 refs.

The author points out that a child that has problems with expressing himself is often overlooked as someone that has nothing to say. This further deteriorates the child's ability to communicate. The author stresses that it is important to try to remedy pronunciation and speech defects but one should not forget the communicative function proper of the speech. The child should have opportunities of communicating his perceptions, ideas and interests even with difficulties that he has with expressing himself. The decisive thing is thus the inner contents of what is communicated, not only the form that may be improved by the usual remedial procedures.

early childhood, language education, communication; 142959

540. JANOTOVÁ, N.: K problematice dorozumívání neslyšících dětí. /Problems of deaf children's communication./

Otázky defektologie, 25, 1982/1983, No. 9, pp. 353-361.
17 refs.

In her study the author deals with problems of present-day conception of oral speech, the use of gesticulatory speech and so called total communication by deaf children and adults. She pays increased attention to total communication, defining it in Tervoort's terms as a form of communication used by deaf persons, utilizing all possible means that may contribute to possible success of the communication. Expressive forms of total communication mentioned here include talking, gestures, the use of the finger alphabet, writing and mimicry, receptive forms comprise lip-reading and the perception of finger alphabet, gestures, mimicry and the use of the remaining hearing by means of amplification and reading. The author does not aim at making final conclusions regarding problems of total communication. She has summed up the results of studies in this sphere on the basis of study of published Czech and foreign literature, showing simultaneously that the problem of total communication is being dealt with both theoretically and practically at various workplaces.

child, hearing + defect, communication; 144365

541. KIELAR, M.: O ekspresji werbalnej dziecka w wieku przedszkolnym. /Verbal expression at preschool age./

Wychowanie w przedszkołu, 36, 1983, No. 10, pp. 563-569.
4 refs.

The study described here concentrated on the creative verbal expression of preschool children /aged 3 to 7/, such as specific ways of using words /the child's "own language"/, rhymes created by the child himself, "poems", variations in the narration of fables and fairy-tales, verbal pictures "composed" under the impression of listening to music or under the effect of works of art and the like. Children's verbal expression and their creative relation to words can be developed since early childhood while respecting the specific features of this age group. The use of other art forms /music, visual arts/ is especially suitable for stimulating the children's creativity. The teacher develops their ability of verbal expression by guided observation of the world, nature, people.

early childhood, language education, research, Poland; 142959

542. KYSEĹOVÁ, J. - HRONCOVÁ, L.: *Metódy a formy rozširovania slovníka cigánskych detí.* /Methods and forms of extending the vocabulary of Gipsy children./

Predškolská výchova, 37, 1982/1983, No. 10, pp. 15-17.
2 photographs.

The authors describe the experience from a nursery school attended by children of Gipsy origin. Some children come from orderly families with a higher standard of living, others are from very backward and socially weak families. The teachers divided these children into three groups according to their speech development stage. The first group comprised children that could speak no Slovak, children from the second group understood the meaning of some sentences and the third group consisted of children with intellect defects. When extending the children's vocabulary, the teachers started with toys and things surrounding them. When the children grasped the meaning of these words, the teachers connected them with certain actions, such as "bring" and the like. The children learnt the largest number of new words in contact with Slovak children. In the second group, the teachers paid attention to the pronunciation, to the correct intonation, declension and conjugation. The teachers used personalized approach and tried to persuade the parents to speak to their children in Slovak at home. In the third group,they concentrated especially on the mastering of basic habits of hygiene. Children belonging to this group learnt only some usual words.

Later they mostly went to a special school. Children attending nursery school regularly since the age of three have mastered the Slovak language and their primary school attainment is good.

Gipsy child, nursery school; 141325

543. LESCOUT, M.: Comptines et tradition orale. /Counting-out nursery rhymes and the oral tradition./

L'éducation enfantine, 1983/1984, No. 2, pp. 4-7.
2 photographs, 1 fig.

Counting-out nursery rhymes take up a significant position in the French children's folklore. They are children's spoken or sung rhymes used for denoting a player in the game who has a special role. These counting-out rhymes are passed orally from one generation to another. Besides mediating basic knowledge and "children's wisdom" in an amusing form and containing magic and religious ideas of the people, they are of considerable importance for the transfer of play rituals. The tradition of these counting-out nursery rhymes should be maintained and revived and children's new creation should develop in this sphere. The following article in the periodical, entitled "Counting-out nursery rhymes and children" and written by the same author, is a free continuation of ideas expressed here /L'éducation enfantine, 1983/1984, No. 2, pp. 8-14/.

child, folklore, France; 142959

544. ZIMMERMANN, D.: Observation et communication non verbale en école maternelle. /Observation and non-verbal communication in the nursery school./

Paris, E.S.F. 1982.
Reviewed in: L'éducation enfantine, 1982/1983, No. 4,
p. 34.

The book informs about a research study conducted in nursery schools. Its aim was to confirm the hypothesis that non-verbal stimulation on the part of the observer encourages strongly the verbal communication of the child. The author of the review takes a critical standpoint to the book.

nursery school, child - communication, research;
142959

9.2 Developing language

545. AKHUNDZHANOVA, S.: Razvitiye rechi doshkolnikov v produktivnykh vidakh deyatelnosti. /The development of preschool children's speech in productive activities./

Doshkolnoye vospitaniye, 1983, No. 6, pp. 34-36.
5 refs.

Children of older preschool age orientate themselves to their peers more than to adults. This should be used by creating situations which lead to precise expression. The author describes a study concentrating on teaching the children how to express themselves purposefully and exactly. For instance, a pair of children were assigned the task to model something jointly. Next time the children were to model an object that the leading child described. In this way the children learnt to describe exactly the nature of things and ways of handling them. Their speech changed into developed dialogue.

early childhood, language education; 142959

546. ĎUNGELOVÁ, H.: Rozvíjanie slovnej zásoby. /Enlarging the vocabulary./

Predškolská výchova, 37, 1982/1983, No. 6, pp. 4-8.

Children's vocabulary can be enlarged rationally on the basis of the following knowledge: Words have their extent and contents, they denote classes of things or phenomena by means of their content features. Certain groups of words divide the respective sections of the reality into parts denoted by the individual words. The definition of the extent and content of many words depends on the extent and content of words with related meaning. The vocabulary is an organized sum of words, the words are interconnected by means of content relations. The vocabulary contains three basic word classes: topic-oriented groups, content groups and semantic groups. Differentiation of words in terms of content is connected with the cognitive differentiation of things and phenomena denoted by words. Educational work in the sphere of enlarging children's vocabulary entails the processing of selected parts of the vocabulary, i.e. selected words are arranged in keeping with content relations existing in the vocabulary. Words are put in their language, word and situational contexts showing clearly their meaning and also, by means of comparison, their differences. Enlarging the vocabulary means also making the children familiar with objects perceivable by the senses as well as with ideál ones that the children should know and be able to denominate and to express verbally experiences connected with them.

early childhood, language education; 142959

547. GERBOVA, V. V.: Zanyatiya po razvitiyu rechi vo vtoroy mladshej gruppe detskogo sada. /Speech development activities for the second younger nursery school class./

Moscow, Prosveshcheniye 1981.
Reviewed by: Denisova, V.
Doshkolnoye vospitaniye, 1983, No. 1, p. 77.

The first part of the publication discusses the contents and methods of teaching the mother tongue and familiarization with the surroundings for the second younger group in nursery school. Proceeding from a characterization of a child in the fourth year of his life, the author recommends how to plan and perform various activities. A detailed description is given of how to develop the grammatical structure of the language. The second part contains examples of activities with highly varied structures.

nursery school, language education; 142959

548. GLOZNEKOVÁ, C.: Slovná zásoba predškolských detí.
/Preschool children's vocabulary./

Predškolská výchova, 38, 1983/1984, No. 2, pp.8-10.

The child learns to express himself and to think only in contact with people. The enlarging of vocabulary depends on the child's ability to observe. It is necessary to point out to the child typical features, properties and parts of objects. In the course of repeated observation, the teacher states more precisely and supplements the names of things and phenomena, she activates the children's vocabulary. The curricula contain four main tasks of language education, namely the developing of vocabulary, care for the correct pronunciation and expressivity of speech, perfection of the grammatical correctness, developing of coherent speech. These tasks must be implemented comprehensively as the final goal of language education is to master the colloquial style of the literary language, enabling successful communication with the surroundings.

early childhood, langugage education; 142959

549. HASDORF, W.: Die muttersprachliche Bildung und Erziehung im Kindergarten zielgerichtet und altersspezifisch führen. /Purposeful and age-specific control of the process of mastering the mother tongue in nursery school./ Cont.

Neue Erziehung im Kindergarten, 36, 1983, No. 11, pp. 237-238.
1 photograph, 10 refs.

The author analyzes the tasks of preschool child care facilities in the sphere of mother tongue development, discusses the basic principles for educational guidance and enumerates skills that the children should master.

nursery school, language education; 142959

550. HASDORF, W.: Die muttersprachliche Bildung und Erziehung im Kindergarten zielgerichtet und altersspezifisch führen /II/. /Purposeful and age-specific control of the process of mastering the mother tongue in nursery school. II./

Neue Erziehung im Kindergarten, 36, 1983, No. 12, pp. 257-258; 263-264.
1 photograph, 14 refs.

This is a continuation of the preceding article discussing the aims, tasks, methods and means of education in the sphere of the mother tongue. This part discusses the advantages of a children's group for the development of speech and oral expression.

nursery school, language education; 142959

551. KHARCHENKO, V.: Im nuzhen sobesednik. /They need someone to talk to./

Semya i shkola, 1983, No. 3, pp. 26-27.

One of the parents' important tasks is to develop the child's speech. They should talk to their child about the most varied topics, using the correct names of things, not converting them to children's language. The lack of verbal contacts between parents and their children cannot be substituted by television, the wireless or the nursery school. After all, the possibilities of speaking are limited in the nursery school. It is important to use especially the age between two and four years when the child is - as Chukovskiy put it - an ingenious linguist. A child of this age has an extraordinary auditory memory, perceives new words and concepts with interest, experiments and plays with them. All this enlarges the scope of the child's thinking and develops it. The consequences of insufficient speech development of a preschool child may make themselves felt later. It is one of the causes of a school child's limited vocabulary, his inability to talk with others, to express his thoughts in words or in writing.

early childhood, language education; 142959

552. KIELAR, M.: *Rozwijanie umiejetnosci opowiadania u dzieci w wieku przedszkolnym.* /Developing speech abilities in preschool children./

Wychowanie w przedszkołu, 36, 1983, Nos. 7/8, pp. 389-396.
8 refs.

Proceeding from experience made with experimental observations in a nursery school in Krakow, the author formulates some principles of developing preschool children's speech. The prerequisite is a good analysis of the structure of children's activities. It is necessary to take into account some skills children acquire in early childhood. Rules for expressing the contexts of utterances and the feeling for the structure of the uterrance are developed primarily at preschool age. The model children use for their uterrances is of special importance. It is suitable to utilize a wider scale of language texts that reflects the differences in complexity of the structure of utterances, depending on the literary kind and situation. The teacher controls the development of the child's speech ability, his ability to narrate the text by means of suitable questions that are aimed at revealing the structure of the utterance, constant typical features of certain stories. Using this as the basis, the teacher can make the children narrate their own variants of the story they heard.

early childhood, language education; 142959

553. KLIMENKO, G.: Ispolzovaniye poslovits i pogovorok v rabote s detmi. /The use of proverbs and sayings in the work with children./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 34-35.

The use of proverbs and sayings in everyday work activates the speech of children, teaches them to formulate their thoughts precisely, helps them to grasp the rules of common sense. The author, a teacher, describes her experience with using proverbs in some activities once a week. It was the children's task to collect proverbs, they learnt suitable ones expressing situations in pictures. Later they classified the proverbs into groups - those about work, about native country and the like. They devised variations of well-known proverbs. The author deduces that transfer class children are able to grasp manifestations of folk wisdom and to arrive at logical conclusions on the basis of them.

early childhood, language education; 142959

554. MACCHIETTI, S. S.: Il racconto nella pedagogia dell' infanzia. /Narration in early childhood education./

Scuola materna, 70, 1982/1983, No. 7, pp. 431-432, 434; No. 8, pp. 494-496.
1 fig., 1 ref.

The author finds it topical to point out the role of narration, spoken word in the education. Reminding of the views of education classics /Froebel and others/, she discusses the educational contents of narrated stories, using several examples and mentioning Rosa Agazzi's practice.

early childhood, intellect education, language education, narration; 142961

555. MACCHIETTI, S.S.: Il racconto come colloquio e come esperienza. /Narration as a dialogue and experience./ Scuola materna, 70, 1982/1983, No. 9, pp. 559-560.
5 refs.

In continuation of articles published in Nos. 7 and 8, the author shows two dimensions of narration: from the viewpoint of the narrating person - and from the viewpoint of the child listening to the narration. The narration of a story is a relation, not a simple communication of information, the atmosphere that develops is determined by pauses, questions, answers, by contact between the narrator and the listener – it is thanks to this atmosphere with strong effect that the child gains rich experience and can accept the educational content of the communication.

early childhood, intellect education, language education, narration; 142961

556. MAGEE, M. A. - SUTTON-SMITH, B.: The art of storytelling: How do children learn it ?

Young Children, 38, 1983, No. 4, pp. 4-12.
1 photograph, 5 refs.

Proceeding from a case study, the authors deal with the development of storytelling in children. They find that a child that has been given the guidance to storytelling can narrate a simple story at the age of two. They describe stages in which the child's narration develops. These include a talk about pictures in a book, in which the child verifies the names of objects in the picture, utterances interrupting the parents' storytelling and reading, storytelling on the basis of questions asked by an adult, short description of the child's own experience, completing of stories told by adults and, finally, the child's own telling of a story that appears between the second nad third year of life. Evaluating the importance of storytelling, the authors show educational possibilities of developing this kind of oral speech. Work with books and pictures helps to develop this ability significantly but equally important is the adult's attention to all uterrances of the child and his willingness to listen to the child even at the stage when the child is not yet good at storytelling. Storytelling is a way in which the child shows his knowledge of the surrounding world, providing thus a clue for getting to know the child. Encouraging the child to storytelling and developing this ability in the child thus represents one of the foremost tasks of early childhood education both in the family and in child care facilities.

early childhood, language education, narration;
142959

557. MAKSAKOV, A. I.: Pravilno li govorit vash rebenok.
/Does your child speak correctly ?/

Moscow, Prosveshcheniye 1982.
Reviewed by: Yurtaykin, V.
Doshkolnoye vospitaniye, 1983, No. 8,
pp. 66-67.

Designed for teachers and parents, this publication provides the necessary information about the development of children's speech from the viewpoint of correct pronunciation and the respective methodological instruction. The author explains that this process is conditioned by other factors as well, especially by the child's intellectual development and his ability to communicate. He describes tasks for children and didactic games aimed at teaching the children correct pronunciation.

early childhood, language education; 142959

558. Nejvzácnější dar. /The most precious gift./
Rodina a škola, 30, 1983, No. 2, pp. 6-7.

This is a detailed information about the tasks, forms and methods of educational work in the sphere of language education in nursery schools. It turns out that not all children leaving nursery school at the age of six have mastered the rudiments of the colloquial form of literary language to the same degree. The overall level of the child's speech shows the level of the family in which the child lives, the position he takes in it and, last but not least, the way in which the child is talked to and whether speech models the child has in his surroundings are good or bad.

early childhood, language education; 142959

559. OSVALDOVÁ, B.: Řeč - brána k lidem otevřená. Čtyřdílné vyprávění o mateřském jazyce. /Speech - an open gate to other people. Talks about the mother tongue serialized in four sections./

Děti a my, 13, 1983, No. 1, appendix pp. 1-4. Cont. 3 photographs, 1 ref.

Having given a characterization of the origin of voice, the author discusses speech as a means of communication with the surroundings and theories of the origin and causes of speech. Speech is a matter of imitation in early childhood /without the possibility of contact with other people, the ability to speak diminishes/. Studies made of individuals that grew up in isolation, without any opportunity of contact with people, show this. Observations show that the ability to speak diminishes also in persons that learnt to speak normally and had to spend long periods in isolation. Speech is a means of thinking and a means of communication, a way of controlling human behaviour. It is possible to distinguish between spoken and optical speech according to external manifestations. Speech is also the main means of education and instruction. Having described speech development stages since birth till the age of three, the author presents an analysis of the individual development stages, accompanying them with methodological recommendations for parents and educators teaching the children correct pronunciation, extending their vocabulary /puns and nursery rhymes, leading questions, looking at pictures in children´s picture books/. The parents´ correct speech is important for the development of the child´s correct speech /the parents should not imitate children´s lisping/. The present-day system of education recognizes the child´s activity, without restriction to imitation only.

mother tongue, language education; 142959

560. OSVALDOVÁ, B. - DLABAL, J.: Řeč - brána k lidem otevřená. Čtyřdílné vyprávění o mateřském jazyce. /Speech - an open gate to other people. Talks about the mother tongue serialized in four sections./ Cont. 1.

Děti a my, 11, 1983, No. 2, appendix pp. 1-4.
2 photographs, 3 refs.

Problems discussed here are concerned with speech development of children aged 3 to 6. The child begins to form simple sentences, grammatical mistakes disappear, the child talks to himself in the course of play and enriches the language. Changes in the thinking are accompanied by changes in the contents of words used by children - analytical and abstract speech develops instead of synthetical, concrete one. At this age, the child knows about 3,500 words and can express anything he has on his mind. Speech has become a means of communication, the expression of wishes and refusals, thoughts and emotions. Fairytales are of special importance for children at this stage. Alongside with speech development, the cognitive process develops since the age of three and the child starts realizing the individuality of his own person by using the "I" pronoun. The first three years of life are the most important period for speech development, the age between three and seven being decisive for reinforcement and development of speech habits. This is also the period in which various shortcomings and defects stemming from the toddler period come to light. A characterization is given of the causes of developmental defects. There are two factors that condition developmental defects: 1/ the biological factor - heredity, prenatal damage of the central nervous system; 2/ the social factor - the environment in which the child is growing up. Disorders manifest themselves by the child's not speaking or by speech development inadequate to the mental development, stopping at some lower development stage. One can distinguish: a/ physiological mutism - this is within standard till the end of the fifteenth month of life; b/ prolonged physiological mutism when the child's speech development is retarded till the third year of life; c/ pathological mutism. Taciturnity may manifest itself as a secondary symptom accompanying some organic or functional defect. The causes may be insufficient stimulation /emotional deprivation, bad communication/ as well as excessive stimulation /too many stimuli, forced acceleration of speech development, correcting of pronunciation/. Bad examples should be eliminated. As for the incorrect formation of some sounds or sound groups /gibbering/, studies show that some children were not nursed normally, suckled in an unusual way, sucked their thumbs till the age of two and that half of them bit their nails. A characterization is given of the causes of rhinolalia, cluttering, stuttering, careless speech as well as voice defects. Parents and nursery school teachers are given instructions and methodological recommendations on how to remove these shortcomings of children. Stress is laid on the importance of an examination made by a specialist - an ear specialist, a speech therapist, and visits to the speech therapy centre, if necessary. Crèches and nursery schools pay attention to speech development. Besides, there are schools with increased speech therapeutic care /there are three of them in Prague so far/, nursery schools and schools for children with impaired hearing, for deaf children and for children with speech defects.

mother tongue, language education; 142959

561. OSVALDOVÁ, B.: Řeč - brána k lidem otevřená. Čtyřdílné vyprávění o mateřském jazyce. /Speech - an open gate to other people. Talks about the mother tongue serialized in four sections./ Cont. 2.

Děti a my, 13, 1983, No. 3, appendix pp. 1 - 4. 1 photograph, 3 refs.

The author discusses the effect of the beginning of school attendance on the child's speech and language development. What changes primarily is the attitude to language /it had primarily a communicative function at preschool age/. In school instruction, the speech becomes an object that is analyzed and divided into elements. At preschool age the child perceived by the ear whereas now he begins to perceive the language optically, too. His vocabulary is growing both in quality and quantity. Language turns into a means of thinking /graphical local memory develops/. The child masters general concepts, is capable of partial analysis and begins to grasp relations among objects. The linking of words with a concrete expression prevents him from comprehending its substance and understanding it in its metaphorical meaning. The beginning of school attendance means an influx of new knowledge providing the child with rudiments of human knowledge and orientation in the world in general. Thus the child discovers another form of language - the written, literary language. The aim of teaching the children to write is to enable them to express themselves in writing with equal dexterity as orally. Writing exercises should express some idea, however simple, that would have some meaning for the child. The most important thing for the school child is that he learns to read, reading becomes his direct experience. In the period of adolescence, words acquire their conceptual meaning, they link both to objects and to ideas and the ability of abstract thinking increases. The author discusses the importance of teachers and parents in the education of adolescents for love for their mother tongue.

mother tongue, language education; 145183

562. OSVALDOVÁ, B.: Řeč - brána k lidem otevřená, Čtyřdílné vyprávění o mateřském jazyce. /Speech - an open gate to other people. Talks about the mother tongue serialized in four sections./ Cont. 3.

Děti a my, 13, 1983, No. 4, appendix pp. 1-4.
3 photographs, 2 refs.

The mastering of speech is vitally important for man's communication with the surrounding world. The author gives a characterization of the development of communicative abilities since early childhood till adolescence. The whole human life is filled by communication with the surroundings, by establishing and keeping contacts. Man is alone without communication. The measure of success is the appreciation by others, their praise or refusal. This problem manifests itself palpably in the period of adolescence /a stage of unprecedented creative activity/ when the relations to parents are weakened or even broken sometimes. What is necessary here is suitable motivation that decides changes in the further development practically for the whole life. Children should get an opportunity to look into the world of adults. The scope of the present-day system of education influences significantly the mental development of adolescents in unending minor daily changes. The speech begins to be less categorical, the individual wants to place himself as an individuality. This manifests itself also in the child's speech /the child refuses to answer or answers in cable style/. Changes can be observed in the writing, too. The correct example set by parents and teachers is important for the elimination of shortcomings in oral speech. The vocabulary is refined primarily through reading. The importance of parental influencing of what adolescents read is discussed. Theatre and dramatic art is significant for an overall development of the language culture. Elements dangerous for a healthy development of the language are clichés, phrases without any meaning, elements taken over from officialese, unnecessary use of specialist expressions of foreign origin instead of using those of home origin. It is expected that the further development of the Czech language will lead towards an acceleration of the oral speech, the reason being the accelerated speed of living as well as, on average, a more flexible comprehension of people in general.

mother tongue, language education; 145183

563. PLCHOVÁ, M.: Jazyková výchova 5 - 6 letých dětí. /Language education of five- to six-year-olds./

Predškolská výchova, 37, 1982/1983, No. 8, pp. 12-14.

This is a methodological instruction on how to implement language education the whole day long and in the course of activities. When preparing the activities, the author proceeds from the task that is laid down in the monthly plan, making it concrete by the choice of some topic. Besides, she sets herself partial tasks, such as games exercising the phonematic hearing, nursery rhymes training the pronunciation, the grammatical structure of the language, storytelling that helps to develop coherent speech. This makes the activities more varied and engaging.
A description of two activities is attached.

early childhood, language education; 142959

564. RAU, E. F. - SLEZINA, N. F.: Metodika obucheniya proizhosheniyu v shkole glukhikh. /Methodology of teaching pronunciation in the school for deaf children./

Moscow, Prosveshcheniye 1981. 191 pp.
Reviewed by: Švancar
Otázky defektologie, 25, 1982/1983, No. 10, pp. 408-409.

The publication explains the rudiments of teaching pronunciation to deaf children in the light of the latest knowledge of special education. A detailed analysis is given of the methods of teaching the pronunciation, breathing in the course of speech, the use of voice, forming of sounds, words, phrases, some suggestions are given for the organization of pronunciation teaching. The book is divided into three chapters, namely: 1. Essentials of teaching oral speech to deaf persons; 2. Methodology of teaching pronunciation to deaf persons; 3. Organization of work in pronunciation training. The publication is designed for teachers at schools for deaf children but it can be used also by teachers at schools for children with partial hearing as well as by students specializing in education of children with hearing defects and studying at colleges of special education.

child, hearing + defect; 144365

565. ROSSI, B.: L'appremendimento linguistico nella scuola materna. /Linguistic instruction at nursery schools./

Scuola materna, 70, 1982/1983, No. 12, pp. 758-760; No. 15, pp. 957-960.
1 fig., 5 refs.

This is a chapter from collected papers edited by S. S. Macchietti and published in Tuscany under the title "Programmare perché, itinerari educativi per la scuola materna" /Why to programme - a guide to nursery school education/ The starting point for a programme of elementary instruction in linguistics must be an analysis of children's speech: an analysis of how children talk, how they listen and understand, why they express /behave/ themselves exactly as they do and why not in another way ? Proceeding from a functional concept of language, one can discern a code in which the child cognizes linguistically and communicates. Having characterized various aspects of this "code", the author deals with practical problems in the second part of the paper, specifying the goals of elementary instruction, organization and contents of activities and, finally, the problem of the evaluation of children.

nursery school, language education, Italy; 142959

566. SOVÁK, M.: *Logopedie.* /Speech therapy./

Prague , SPN 1978. 460 pp.
Reviewed by: Fišerová
Otázky defektologie, **25**, 1982/1983,
No. 7, pp. 287-289.

This is a textbook for students at colleges of education. The publication is divided into thirteen chapters and it contains knowledge from the branch of speech therapy. The author proceeds both from his own knowledge gained in long years of practice and from extensive specialist literature. The text is supplemented with charts, lucid tables and photographs. It is a great advantage of this book that the text is supplemented both with practical examples relating to specific problems and with an enumeration of the usual errors and mistakes that may occur in the diagnostic examination of the child or in the educational care.

speech therapy, textbook; 144371

567. STOECKLE, R.: L'entrainement au langage explicite en maternelle. /Training explicit speech in the nursery school./

L'école maternelle francaise, 1983/1984, No. 3, pp. 17-25.
18 refs.

The educational standard for French nursery schools of 1977 specifies the task to train the children in explicit speech/le langage oral explicite/, i.e. speech that is understandable without extraverbal accompanying manifestations, gestures, mimic and the like. It follows from the explanation that this means, in principle, developing the children's coherent speech. The education occurs in three dimensions - linguistic, cognitive and affective. The greatest attention is paid to the syntax as this causes the biggest problems for children. Coherent speech can be trained on the basis of read and narrated stories, on the basis of reconstruction of stories by means of a series of pictures and on the basis of verbalizing common experiences. Language education given in this spirit is a good preparation for reading and writing later on.

nursery school, language education, France; 142959

568. SVAČINA, S.: Problémy výchovy a vzdělání neslyšících dětí. /Problems of educating deaf children./
Otázky defektologie, 26, 1983/1984, No. 4, pp. 158-159.

The article discusses the importance of speech education and emotional education of deaf children in early childhood from the viewpoint of their further successful development. If a deaf child is to learn oral speech, it will become his primary means of expression only if he is introduced to it /primarily in his family and in the nursery school/prior to his mastering the conventional finger language. The earlier the parents of a deaf child find a way of communicating with the child, the sooner his education will be successful for them, the easier it will be for the child to grasp, to lip-read and to imitate lip-read words and speech stereotypes aloud.

child, deafness, language eeucation; 144365

569. ZEMČÍKOVÁ, A.: Logopedie v mateřské škole. /Speech therapy in the nursery school./
Predškolská výchova, 37, 1982/1983, No. 8, pp. 15-17.

A teacher-cum-speech-therapist in the nursery school has wide possibilities - she works with the child in natural conditions for a comparatively long period. Starting with the youngest children, it is necessary to follow the children's speech in a complex way and to keep notes of the observations concerning the state of speech organs, breathing, hearing, motor development, grammatical feeling, overall speech development, cognitive activity, ability to express oneself, oral communication, articulation and voice quality. The results of these observations decide the method of work used. Prophylactic exercises are done either by all children or in smaller groups, if necessary. Further, the author states various exercises and games for speech development.

nursery school, language education, speech therapy;
142959

9.2.1 Foreign languages

570. ASADULLIN, A.: Obucheniye russkomu yazyku v raznovozrastnoy gruppe natsionalnogo detskogo sada.
/The teaching of Russian to a mixed age group in a nationality nursery school./

Doshkolnoye vospitaniye, 1983, No. 10, pp. 24-26.

This is experience from the Tartar Autonomous Soviet Socialist Republic where most nursery schools are incomplete. The constant contact between younger and older children creates favourable conditions for the teaching of Russian. The children begin to learn Russian since the age of five; this is why the most suitable group is that consisting of children aged five to seven. Joint activities of the two age subgroups deal with the same topic, with differentiated demands made on the children. For example, older children ask questions and younger ones answer them. The teacher asks questions, younger children answer with one word only, older children use shorter sentences. When talking about what they can see in a picture, younger children name what they can see, older ones describe the action. Two types of activities are described here for the first quarter of the year.

nursery school, language education, the U.S.S.R.; 142959

571. BORISOV, P.: Metodika provedeniya zanyatiy po russkomu yazyku v natsionalnykh detskikh sadakh Yakutskoy ASSR. /Methodology of teaching Russian through play in the nationality nursery schools of the Yakut Autonomous Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1983, No. 2, pp. 12-14.

The teaching of Russian to Yakut nursery school children is done in special activities. Their aim is to develop the basic colloquial speech, to form the initial oral skills and habits. Requirements laid down in the curricula include the development of the phonematic hearing, the teaching of correct pronunciation, intonation of questions and answers, the development of basic skills and habits of colloquial speech; making the children familiar with the basic features of the grammatical structure of the Russian language, teaching them to make sentence patterns. The children learn about 300 Russian words and 40 - 50 sentences. Besides, it is recommended to teach the children approximately 25 poems and songs, 30 dialogues and several fairy tales and stories. Every activity contains three to five new words. Methods of instruction are mostly verbal, supplemented always with audiovisual aids /pictures, film strips/ and games /didactic and locomotive games/. The important thing is that the children should hear the Russian language not only in the course of activities, they should use and train it in the course of their play and in everyday life.

nursery school, language education, the U.S.S.R.;
142959

572. CHAYKOVSKIY, R.: Tri yazyka vmeste odnogo ? /Three languages instead of one ?/

Doshkolnoye vospitaniye, 1983, No. 6, pp. 53-57.

Every seventh marriage contracted in the U.S.S.R. is between partners of different nationalities. This gives rise to the question of language education in these mixed marriages. The Soviet psychologist S. A. Amonashvili describes the education of his own son in his book called The shaping of man /Moscow 1982/ and designed for parents. The father and mother talked to their son only in

Georgian, the grandmother talked to him in Russian only. The child mastered both languages and used always the respective language in contact with adults. The child's emotional and intellectual development was completely normal. The Soviet writer V. Keler grew up in Central Asia in a bilingual environment and attended a school where Russian was the language of instruction. His classmates spoke perfect Russian but they spoke their mother tongue at homes. The author draws the conclusion that the learning of two or even three languages since the earliest childhood has no adverse effects on the intellectual development of children. In his opinion, the mastering of more languages at pre-school age is a great advantage.

early childhood, language education, the U.S.S.R.; 142959

573. HEGEROVÁ, M.: Intenzívna jazyková príprava zo slovenského jazyka v materských školách s výchovným jazykom maďarským. /Intensive Slovak language teaching in nursery schools for Hungarian-speaking children./

Predškolská výchova, 37, 1982/1983, No. 11, pp. 10-11.

The author describes experience with experimental intensive teaching of Slovak that has been introduced in six nursery schools since the year 1981. Since 1983, this intensive teaching of Slovak is introduced in all nursery schools where Hungarian is the language of instruction. The aim is to achieve practical use of the acquired knowledge of the language. The required 200 words contain names of things and activities that the children come into contact with every day. The children learn them within the framework of seven basic sentence patterns. Slovak songs, nursery rhymes and simple fairy tales that the children are familiar with help to create the atmosphere. Intensive language instruction takes place for 20 - 25 minutes after the afternoon sleep every day and on the following day, in the morning, in the form of revision. All these activities with prevailing play should create a natural language situation, similar to that when the child was mastering his mother tongue in the earliest childhood. It is necessary to use one language only in the course of activities, without translating from one language to the other one. The child should not realize that he is learning, he should experience feelings of success and joy.

nursery school, language education; 142959

574. NEGNEVITSKAYA, Ye.: *"U menya nagruzki po-nemetski i po-russki..."*/"I am burdened with German and Russian ...."/

Semya i shkola, 1983, No. 8, pp. 32-33.

A child growing up in a bilingual environment does not realize till the age of three that people around him speak different languages. He uses both spontaneously and mixes them. Later he learns that there are two different languages that cannot be mixed together. Here it is important to adhere to the principle that the individual family members speak to the child always in the same language. The mixing disappears and the child begins to differentiate precisely and to speak to the individual family members in the language they use in contact with him. The child's speech development may be braked if some of the family members change unconsciously languages when speaking to the child. A child that has learnt two languages at preschool age should not learn to read and write in both of them at the same time, this should be gradual so as to prevent confusion and interchange of some symbols. It is possible to master two languages well at preschool age.

early childhood, language education; 142959

10 INTELLECTUAL DEVELOPMENT, INTELLECT EDUCATION

10.1 Perception

575. HOFEJOVÁ, M.: Pobyt vonku a vychádzky. /Outdoor stay and walks./

Predškolská výchova, 37, 1982/1983, No. 8, pp.28-29. 1 photograph.

A walk with a certain aim may serve as preparation for some activity. Another time it is possible to use the walk for generalizing the knowledge gained in the course of some activity. The teacher teaches the children how to observe, she draws their attention to the main features as well as to details, recommends what they should notice. Such organized walks help the children to get to know the characteristic features of the seasons of the year not only visually but through all the senses.

nursery school, process of cognition, walk; 142961

576. JIRÁSEK, J.: Je roztěkanost škodlivá ? /Is preoccupation harmful ?/

Děti a my, 13, 1983, No. 3, pp. 10-12.

A characterization is given of preoccupation and its effect on the deterioration of performance in any kind of activity that requires the concentration of attention. Preoccupation is very harmful at critical moments /at school, at work, in traffic situations/ and it becomes a brake in the further development of useful mental qualities. The author gives a characterization of children´s attention at various ages and the importance of breaks in school work. If the child is burdened inadequately, he begins to be naughty /microbreaks and substitute activity/, this being in principle a defence mechanism of the child´s organism. Thus it is necessary to know the limit of demands that can be made on the child. Readiness for school work is important for the development of concentrated attention: 1/ spontaneous - a lower form, 2/ intentional - a higher form. Preoccupation is thus to be understood as difficult mastering of spontaneous reactivity. The causes may be a quicker pace of living, the growing quantity of information offered, different characteristics of family life, consequences of damage occurring to the central nervous system at an early stage, the weakening of the organism by various diseases, frequent absence from school. All this may contribute significantly to preoccupation. Some instructions are given to parents on how to bring up their child that tends to be preoccupied. Primarily, it is necessary to respect the child's special needs, to introduce a certain system in the coexistence of children and adults. It is important not only to protect the child, but also to outfit him for life, to harden him mentally, to make him resistant to harmful influences, to strengthen his self-confidence, not to spare praise and encouragement. The elimination of preoccupation requires maximum patience and effort of the parents.

child, attention, defect; 140903

10.3 Thinking

577. DANSET, A.: *Éléments de psychologie du développement.* /Elements of developmental psychology./

Paris, Armand Colin-Bourrelier 1983.
Reviewed in: L'école maternelle française, 1983/1984,
No. 1, p. 36.

The subtitle of the book shows that the author's attention is focused on cognitive aspects. The publication deals with problems of conception, theory, history and methods of educational psychology. Special attention is paid to forms of learning of children and adolescents. The book is designed for teachers, educators and all those interested in developmental psychology.

educational psychology, developmental psychology, learning; 141107

578. EDWARDS, C. P. - LOGUE, M. E. - RUSSELL, A.S.: *Talking with young children about social ideas.*

Young Children, 39, 1983, No. 1, pp. 12-20.
2 photographs, 19 refs.

Using numerous examples, the authors show that it is useful not only to explain social ideas to young children but also to let them talk freely about them. This is the only way of finding more exactly about their contents. It is stated here that it is possible to talk with children even about abstract things and that we can be surprised at what the children are able to express. Our ideas of children's abilities are often incorrect and this is why we force the child to accept our explanation even in cases where he has an idea of his own, though incomplete, but formed independently in the spirit of his cognitive abilities.

child, intellect education, socialization; 142961

579. CHAFEL, J.A.: Knowing as an aim of education for young children.

International Journal of Early Childhood, 15, 1983, No. 2, pp. 57-63.
3 figs., 15 refs.

Confronting B. Spodek's thesis on the importance of developing the knowledge as means of education /published in the year 1977/ with early education theories contained in the works of R. F. Dearden, J. Piaget and H. Johnson, the author evaluates their contribution to the conception of the child's development and compares the attitudes. In her opinion, each of them succeeded in apprehending a substantial part of the problem and it will be necessary to subject their work to further study so as to ascertain which one is nearest to the whole substance.

early childhood, intellect education; 142961

580. KHMELYUK, M.: Ispolzovaniye zagadok v rabote s detmi. /The use of riddles in the work with children./
Doshkolnoye vospitaniye, 1983, No. 7, pp. 18-21.

When given a few features described in the riddle, five- to six-year-olds are able to imagine an object they know. Riddles activate the children's concepts, they force them to think, they direct children's attention to the individual objects and natural phenomena, they develop their ability to analyze, they teach them to make independent conclusions. Riddles may be used at the beginning of an activity to evoke the children's interest and attention.

early childhood, intellect education, riddle; 142961

581. KLEIN, P.S. - SOBELMAN, V.: There cannot be an old whale: Children's understanding of old age.
International Journal of Early Childhood, 15, 1983, No. 1, pp. 32-34.
2 figs., 8 refs.

The authors report on a survey of 200 children aged 4 to 6 that were asked to explain the meaning of "old" and "old age" in a clinical interview according to Piaget's model. It has turned out that there is a certain discrepancy in the presentation of old age in the traditional way, e.g. in fairy tales that show old people as unhappy, poor and weak, and in the present-day state of the generation of grandparents that cannot be considered as old in the light of this idea. On the whole, the concept as well as some ethical problems connected with it remain unclear for the children.

early childhood, intellect education, old age, grandparents; 142961

582. KULAS, R. - SITTE, E.: *Das Bekanntmachen der Kinder mit ihrer natürlichen Umwelt - eine Quelle zur Entwicklung geistiger Fähigkeiten und der Herausbildung einer aktiven Lebenshaltung.* /Making the children familiar with their natural environment - a source of development of their mental qualities and of an active attitude to life./

Neue Erziehung im Kindergarten. 36, 1983, Nos. 2 - 3, pp. 40-43.
2 photographs.

Prepared on the basis of educational reading on the subject, the article discusses teachers' experience with work in the sphere of making the children familiar with nature.

nursery school, intellect education, nature; 142961

583. LAVRENTYEVA, T.: *Razvitiye sposobnosti k naglyadnomu modelirovaniyu pri oznakomlenii s prostranstvennymi otnosheniyami.* /Developing the ability of graphic modelling in the familiarization with spatial relations./

Doshkolnoye vospitaniye, 1983, No. 7, pp. 35-38.

The ability to model spatial relations graphically is an important intellectual activity that develops over the whole preschool period, especially in such activities as play, drawing and building. The development of this activity may be accelerated under special educational guidance, with children learning to make and use both object and graphic models, i.e. plans, sketches, charts and the like to show various relations of objects and their parts. The author describes a study conducted with children aged 4 to 5. The children learnt to make graphic models and to use them in specifying spatial relations among objects on the basis of placing various pieces of furniture in a room. They had a doll's room with furniture in it to look at. Each of them got a small flannelgraph and geometric shapes cut out of paper - a circle, a rectangle, an oval - that represented pieces of furniture: a round table, a sofa and an armchair. It was the children's task to show the layout of furniture. The task was made more difficult by adding more furniture, by changing the layout of the furniture. Five-year-old children were assigned the task to make a plan of a nursery school room with the teacher's desk and ten tables, each for two children. Then the teacher asked the children to show in their plans where they were sitting, she showed a certain spot and the children were asked to show the same spot in their plans. By the end of the year all children were able to use graphic models showing various spatial situations, although not all of them learnt it equally quickly. This shows that it is possible to shape preschool children's flexible and objective spatial orientation necessary for graphic modelling of various model situations.

nursery school, intellect education, space + orientation; 142961

584. MINAŘÍKOVÁ, M.: Rozumová výchova. Oblast rozvíjení poznání. /Intellect education. The sphere of developing the knowledge./

Predškolská výchova, 37, 1982/1983, No. 8, pp. 4-5.

The article discusses the results of a verification of the programme of educational work for crèches and nursery schools. The aim and contents of the development of knowledge are adequate to the children's age and to their intellectual level. All tasks are stated concretely and clearly. Their classification in tables in keeping with age groups will facilitate the checking of whether they are accomplished. This is why all elements of education will be processed graphically in the same way. The sphere of developing the children's knowledge comprises two topics, making the children familiar with the social environment and making them familiar with nature. The tasks will be specified as long-term requirements concerning the teacher's work and final, target requirements concerning the level that the children are to reach at the respective age.

nursery school, intellect education, social environment, nature; 142961

585. MONATOVÁ, L.: Rozumová výchova v mateřské škole. /Intellect education in the nursery school./ 2nd edition.

Prague, SPN 1983.
Reviewed in: Predškolská výchova, 38, 1983/1984,
No. 2, p. 31.

This is a provisional textbook for secondary teacher schools. Consisting of eight chapters, it explains the importance of intellect education for a pre-school child, its aims and tasks, contents, means and methods. It discusses the application of didactic principles and the planning of intellect education in connection with the other elements of education.

early childhood, intellect education; 142961

486. NIKOLAYEVA, S.: Teoreticheskiye osnovy formirovaniya obobshchennykh predstavleniy o prirode. /Theoretical foundations for the shaping of generalized ideas of nature./

Doshkolnoye vospitaniye, 1983, No. 12, pp. 49-52.

One of the ways of developing the child's thinking is the shaping of generalized ideas of various natural phenomena. The aim is not premature learning and getting acquainted with scientific facts, it is intensive development of thinking, the forming of the ability to generalize and to utilize the acquired knowledge for orientation in the world of nature. Generalized ideas formed on the basis of knowing the characteristic features will enable the children to get to know every object in its relation to other objects. Thus generalization is a means of activating the child's thinking, of developing his ability of orientation. Generalization is based on the children's knowledge acquired in the preschool period in the course of various activities /observation, work, play, learning/. This is knowledge of the world of plants and animals, of laws of plant growth, of seasonal changes. Special "generalizing" activities are recommended. These are, in fact, talks activating the children's thinking by means of questions and making use of audiovisual aids that shows graphically natural phenomena and objects and enables generalization. The acquired generalized ideas should be used for analyzing new phenomena in the following stage.

early childhood, process of cognition, nature; 142961

587. PASTORINO, M.: Avviamento al pensiero logico. /An introduction into logical thinking./

Scuola materna, 70, 1982/1983, No. 18, pp. 1149-1192.
53 photographs, 10 plots.

This extensive study is devoted to nursery school children's exercises and games developing the ability to classify objects and phenomena and to arrange them in logical sequence /developing the understanding of mutual relations/, the concept of number and numerical relations. The study is supplemented with numerous photographs. Considering the significance of this system worked out in detail, the editors devoted the whole issue to it /the author worked as educational psychologist in Uruguay for a long period and has published many papers in Spanish; at present, she works in a children's hospital in Brescia/.

nursery school, intellect education; 142961

588. PAVLOVA, L.: Zanyatiya s didakticheskimi igrushkami. /Activities with didactic toys./

Doshkolnoye vospitaniye, 1983, No. 7, pp. 38-43.

For children in their second year of life, play and activities with didactic toys represent one of the activities that help to develop mental processes preparing the child's transition to a new, higher stage of his development. When handling things /dolls, cubes/, the child acquires sensory experience of his surroundings, he learns to think. His cognitive activities develop. A substantial increase in the development of active orientation activities can be observed at the age of 18 months. The hitherto spontaneous activities of the child show traces of steadiness and purposefulness. The child is able to carry out his intention and to detach himself from unnecessary and unimportant moments for the purpose. Further development of the cognitive activity can be observed since the 21st month of the child's life. The selection of activities shows cognitive motives and elements of active orientation: expectations, seeking, presumptions. These conclusions have been made on the basis of special studies conducted with the use of precise apparatus. It can be deduced that the development of the cognitive activity manifests itself not only in the quantity of information obtained and in the enlarged volume of knowledge but also in the child´s mastering more advanced ways of orientation. This determines the importance of play and of handling didactic toys. The author presents a selection of suitable toys and describes their use in the work with one- to two-year-old children as well as the respective methods.

the first childhood, didactic play, toy; 142951

589. SPENCER, Ch. - DARVIZEH, Z.: Young children´s place-descriptions, maps and routefinding: A comparison of nursery school children in Iran and Britain.

International Journal of Early Childhood, 15, 1983, No. 1, pp. 26-31.
5 figs., 8 refs.

This is information about a comparative study of three- to five-year-old children´s place-descriptions in nursery schools in Iran and Britain. It was found how children were able to orientate themselves in their nearest surroundings /position of their homes, routes to school, to the playground etc./. The children expressed their ideas through drawing. Finally, the aim was not to compare national differences but to find out in general about children's place-descriptions, their orientation and ability to express their ideas.

early childhood, intellect education, orientation + space; 142961

590. ZAYTSEVA, V.: Obucheniye detey igre v shakhmaty. /Teaching chess to children./

Doshkolnoye vospitaniye, 1983, No. 4, pp. 24-26.
3 refs.

Opinions on the suitability of teaching chess to preschool children differ. The author, who is a teacher, describes her experience with teaching chess to transfer class children. This game develops in children perseverance, the art of concentration, it teaches them to think logically, to compare and to foresee the results of their activities, it forms their spatial fantasy and memory. The following sequence was chosen: 1/ making the children interested by a story about the origin of the game; 2/ making them familiar with the chessboard; 3/ teaching them to orientate themselves on the chessboard; 4/ making them familiar with letters of the Latin alphabet; 5/ making them familiar with the chess pieces and their arrangement on the chessboard; 6/ making them familiar with how the individual chess pieces move; 7/ individual work with children in the training of rules for moving the chess pieces; 8/ solving tasks. Smaller groups were formed for the familiarization with the game that took place in the mornings;

or in the afternoons. The teacher used a wall-mounted chessboard for the purpose. Didactic games were used to help the children remember the chess pieces and ways of moving them. Experience shows that chess is not only amusement for children but also a means of intellect education, providing there is correct educational guidance.

early childhood, intellect education, chess;
142961

591. ZEISER, E. L. - HOFFMAN, S.: Computers: Tools for thinking.

Childhood Education, 60, 1983, No. 4, pp. 251-254. 11 refs.

The author proves that computers with well-prepared programmes can be used since nursery school as they develop valuable qualities of thinking in children. They do not substitute the teacher. On the contrary, they multiply the teacher's educational effort, thus helping to individualize the instruction of children in keeping with their interests and needs.
At present, problem-solving by means of this aid can represent a significant contribution to the development of reasoning operations.

nursery school, intellect education, computer;
142961

10.4 Basics of mathematics

592. DARCHEVILLE, J. C.: Modifications de l'activité de quantification des collections par le nombre ochez lez enfants de 5.6 - 6.6 ans. /Modifications in the numerical quantification of sets by children aged 5.6 - 6.6 years./

Revue française de pédagogie, 1983, No. 65, pp. 39-45.
4 tables, 3 charts, 7 refs.

The paper discusses psychological aspects of the development of thinking observed experimentally in children learning to add. It proceeds from two possible models of the reasoning process: in the first one, the situation requires a composition of two starting sets into a new, final one; in the second case, there is only one set that is changed into the final one by "adding" a certain quantity, it is a transformation. The experiment and its analysis show that the second model /transformation/ is more suitable for mastering the adding operation more quickly.

child, intellect education, mathematics; 142953

593. POLÁČKOVÁ, J.: Počítáme v mateřské. /Counting in the nursery school./

Rodina a škola, 30, 1983, No. 3, p. 5.

A nursery school teacher describes how she develops the mathematical concepts of children through play.

nursery school, intellect education, mathematics, play; 142961

594. POURVEUR, L.: Les relations. /Relations./

L'école maternelle belge, 1982/1983, No. 4, pp. 179-184.

The author polemizes in his article with those who, in an effort to teach the children basics of mathematics, use mathematical symbols mechanically, i.e. without any connection with things they denote; thus the children cannot understand the real connections. Using an example of children in a group and their play, the author shows the intermingling of activities with observations of mutual relations among children, bringing didactic materials and suggesting ways of using them in life situations. Using these materials, the teacher leads the children to revealing, realization, fixation and check of recognized interpersonal relations.

early childhood, intellect education, cognition, reality; 142961

595. PURVEUR, L.: *Mathématique vivante*. II. /Living mathematics. II./

L'école maternelle belge, 1982/1983, No. 3, pp. 97-104.

This paper, the second one from a series devoted to mathematics in the nursery school, is called Symbolics: The use of dominoes. The author proceeds from the opinion that rich imagination enables the child to use symbols without difficulties. However, it is difficult for the child to find numerical symbols pertaining to a precisely specified set. The paper shows how it is possible to teach this to children by means of a set of toys and their abstract expression in dominoes.

nursery school, intellect education, mathematics;
142961

596. RUDOLPH, M.: *Messen mit Messlatten in der älteren Gruppe.* /Measuring with scales in the older group./

Neue Erziehung im Kindergarten, 36, 1983, No. 11, pp. 231-234.
3 photographs, 8 refs.

The author describes a number of activities that she devoted to the training of measuring and comparing by means of scales. The children learnt to measure and used this skill in making things of various materials and in art activities. The training of this skill is a prerequisite for understanding certain spatial relations in the instruction in mathematics later on.

nursery school, intellect education, art education, mathematics; 142961

597. SHCHERBAKOVA, Ye. - SHCHERBAN, L.: Matematika v malokomplektnom detskom sadu. /Mathematics in a mixed-class nursery school./

Doshkolnoye vospitaniye, 1983, No. 11, pp. 6-13.
Final part.
8 tables.

The article contains detailed plans of activities for four weeks in October and November, differentiating the tasks for two age groups.

nursery school, intellect education, mathematics; 142961

598. SHCHERBAKOVA, Ye.: O nekotorykh osobennostyakh poznavatelnoy aktivnosti v protsesse obucheniya matematike. /Some specific features of the cognitive activity in the process of learning mathematics./

Doshkolnoye vospitaniye, 1983, No. 9, pp. 42-45.

The process of learning is characterized by two trends: on the one side, there is sequence and purposefulness; on the other side, there is increasing activity, independence and creativity of children.

The dialectics of the process of learning manifests itself precisely in the mutual intermingling and balancing of these two trends. The cognitive activities of preschool children manifest themselves as independence, initiative and creativity. This is an effort to cognize, to grasp, to feel joy over what has been reached. It is a mobilization of the intellectual, morally volitive and physical forces for reaching concrete goals in learning. Activity in the process of learning is determined by the level of mental activity that contains creative elements. Educational work should be based on the knowledge that cognitive activities are always of an individual nature. Their intensity differs in the individual children but it can be increased by correct educational approach.

early childhood, learning, mathematics, active method; 142961

10.5 Basics of reading and writing

599. BALLENGER, M.: Reading in the Kindergarten.
Childhood Education, 60, 1983, No. 3, pp. 186-187.
1 ref.

The author makes a significant contribution to the discussion on whether it is suitable to teach nursery school children to read. He proves that a five-year-old child needs time for experimenting without any fear of mistakes. This is very suitable for mastering the formal aspect of reading, understood as experimenting with letters, syllables and words.

nursery school, initial reading; 142953

600. DOCCLO-GOUDALIER, P.: Lire ... pourquoi faire ? /Reading ... why ?/

L'école maternelle belge, 1982/1983, No. 5, pp. 205-213.
5 figs.

The paper describes experience from a nursery school. The author poses the question when and how to begin with learning to read and what prerequisites can be created by the nursery school. Without denying the importance of a certain degree of the child's readiness and the development of auditory and visual memory as well as other abilities, she points out the importance of adequate adjustment of the environment and the child's suitable motivation. She notes spontaneous interest of children in written texts and shows various life situations motivating children to reading.

nursery school, initial reading, instruction;
142953

601. KUPFER, H.: "How teachers learn to teach reading" - 3rd European conference on reading.

Bookbird, 1983, Nos. 3/4, pp. 25-29.

This is information about a conference held by the International Reading Association /IRA/ in cooperation with the International Institute for Children's Literature and Reading in Austria and attended by 206 delegates from 21 countries /the socialist countries were represented by the Soviet Union and Hungary/. The main paper was delivered by the well-known Austrian psychologist Lotte Schenk-Danzinger, a specialist in these problems. The conference dealt with initial reading and its methodology, intensification of teaching the reading, difficulties encountered in teaching the reading and with problems of training teachers for the teaching of reading. Two exhibitions of books, didactic materials and reading aids formed a part of the conference.

science + gathering, initial reading, Austria, 1983;
140113

602. *Lire en maternelle.* /Reading in the nursery school./
L'école maternelle belge, 1983/1984, No. 1, pp. 3-10.
8 refs.

The teaching of reading in the nursery school has its specific features corresponding to preschool age. The aim is that the children should feel joy over reading, a desire to read and an effort to read, i.e. that they should like reading. The nursery school should provide the children with an environment that satisfies their interest in reading, stories and storytelling and enables them to intensify their contacts between the world of adults and that of children. Reading in the nursery school is functional, it is global reading of words denoting objects in their immediate surroundings. The paper deals with the teacher's role in teaching the reading in this way both with respect to direct influencing of the children and to adjustments in the classroom. Educational work in the sphere of reading should be aimed at bringing the children pleasant experience through reading. Reading is a kind of visual communication.

nursery school, initial reading, instruction;
142953

603. LURCAT, L.: *Le graphisme et l´écriture chez l´enfant.*
/Children´s graphic expression and writing./
Revue française de pédagogie, 1983, No. 65, pp. 7-18.
10 figs., 15 refs.

How does a child learn to write ? The process of development of the writing skills in children is described since early childhood till school teaching of writing on the basis of experimental studies and literature from the sphere of cognitive psychology. The first section deals with the nonlinguistic problems of "writing", i.e. basic prerequisites for expressing oneself graphically /in the aspect of reception and representation as well as from the motor viewpoint/. The second part is devoted to the transition from graphic lines to the actual writing and, especially, to the role of assistance rendered by the methodological preparation in nursery schools and in primary school grade one, to the forming of links between the visual form and the graphic one, the auditive and graphic forms and the graphically phonetic form of words, in the individualization of words in speech and in writing. The writing skill is characterized as an acquired automatism.

early childhood, initial writing; 142953

604. MALMQUIST, E.: Nauka czytania w szkole podstawowej. /The teaching of reading at primary school./

Warszawa, Wydawnictwa Szkolne i Pedagogiczne 1982.
Reviewed by: Aszyk, A.
Wychowanie w przedszkolu, 36, 1983, No. 3, pp. 178-181.

This is a translation of a Swedish publication written by a well-known specialist in problems of teaching the reading. Fifteen short chapters deal very lucidly with the whole complex of problems ranging from very general ones /the nature of the developmental process of "learning to read" that begins in the earliest childhood and does not end even in maturity /to practical problems of assessing school readiness, methods of initial teaching of the reading etc.

reading, instruction, initial reading; 145175

605. NOWAK, W.: Metoda Bon Départ w przygotowaniu dziecka 6-letniego do nauki pisania. /The Bon Départ method of the preparation of a six-year-old child for learning to write./

Wychowanie w przedszkolu, 36,1983, No.6, pp.356-358.

This method combines visual, auditory and motor exercises with the use of music /rhythmical/ aids /mainly of the singing of songs/. The song and its duration is a kind of centre round which the whole programme of exercises of growing complexity is built - from demonstration of a graphic pattern, over tracing the pattern with a finger on the graphic model sheet, tracing the pattern in the air, on the table top, on a tablet, repeating it with a chalk etc. to writing it /e.g. the digit 6/ on paper and in the exercisebook. Experience with introducing this method in a Poznań nursery school is described.

nursery school, instruction, writing; 142953

606. SERRI, H. - GRASS, Ch. - MINET, O.: Lire de l'école maternelle au cours préparatoire. /Reading since nursery school to transfer class./

Paris, Armand Colin-Bourrelier 1982. 176 pp.
Reviewed in: L'école maternelle française, 1982/1983,
No. 1, p. 44.

The publication presents methods of teaching the reading on the basis of experience gained by a teacher who taught children since nursery school to transfer class. It brings numerous exercises and games aimed at developing a positive attitude to reading in children.

nursery school, initial reading, methodology; 142953

607. SNOW, C. E.: Literacy and language: Relationships during the preschool years.

Harvard Educational Review, 53, 1983, No. 2, pp. 165-189.
6 tables, 71 refs.

The differences in the level of children from educated middle-class families and those from worker families or ethnic minorities show a correlation with the level of education reached by their parents. Proceeding from the results of a depth case study and a summarization of results of the latest research findings, the author proves that this is not simply a reproduction of the level of education, that this is a matter of differences in the use of language and in creating specific situations suitable for grasping language elements even outside the given context. Children that find it more difficult to learn to read are not necessarily "undeveloped" with respect to speech, they master it in their own way. The development of the ability to read, especially at higher levels, requires the use of "decontextualized language" /reading in context is understood as, e.g., the reading of a well-known proper name, inscriptions on T-shirts, well-known advertisements, nursery rhymes from known textbooks etc. whereas "decontextualized reading" requires the special ability of abstracting from the concrete/. The beginnings of the process of "decontextualization" go back to early childhood and certain practices common in the middle-class educational milieu are favourable for it, such as the stress on semantic accuracy, a talk over a text with pictures, gradual elimination of mistakes by making the task easier /so called scaffolding/, the use of "routines" and the like. Comparing the differences between spoken and read language, the author shows that these are differences in level, not absolute ones /reading needs only more care, guidance, mistakes are easier etc. but, in principle, the process of learning to read is the same as the process of learning to speak/ and that more "decontextualization" in speech development means easier mastering of the process of reading.

early childhood, language education, educational care, family; 142959

608. TESSIER, G.: L'appretissage de la lecture: où en sommes-nous ? /Teaching of the reading: Where are we ?/

L'éducation enfantine, 1982/1983, No. 6, pp. 16-20. 1 photograph.

The teaching of reading represents a topical problem of early childhood education at present. Its solution becomes a matter of educational science, linguistics and, last but not least, psycholinguistics. The author mentions new knowledge contained in books by outstanding present-day theoreticians L. Bloomfield and F. Smith and thinks some ideas to the end with respect to nursery school practice.

early childhood, learning, reading; 142953

609. TUSZYNSKA-CHECHŁACZ, B.: *Od starożytnych abecadlników do nowoczesnego elementarza.* /From old-time primers to the present-day elementary reader./

Wychowanie w przedszkolu, *36*, 1983, No. 5, pp. 268-274.
9 refs.

The article is subtitled Methods of teaching the reading conceived by Marian Falski. Falski was not only the author of the "Elementarz" used by Polish children learning to read for seventy years, he was also the founder of a modern educational theory of teaching the reading in Poland. His reader was published for the first time in the year 1910 but Falsi was still the main author of the reader used as late as 1981 /it was published after his death, in the year 1976/. A characterization is given of his methods and theoretical views.

initial reading, Poland; 145175

610. TWAY, E.: *When will my child write ?*

Childhood Education, *60*, 1983, No. 5, pp. 332-335.
2 figs., 9 refs.

The author maintains that writing will not be difficult for the child if he is given opportunities for expressing himself graphically since the earliest childhood and if this graphic expression is evaluated positively. Writing as a natural cultural need of the family as well as of the nursery school

/inscriptions, names, notes and daily plans/ may encourage the child to the learning of writing. Before the actual teaching begins, it is possible to play various games with children using letters of the alphabet, collages, letters, invitation cards, lists with drawings as this makes the children appreciate the help of communication in writing.

early childhood, intellect education, writing; 142961

611. WŁOCH, W.: Kształtowanie zainteresowań czytelniczych dzieci szescioletnich. /Shaping the reading interests of six-year-old children./

Wychowanie w przedszkolu, 16, 1983, Nos. 7/8, pp. 403-406.
4 refs.

The interest in books and reading is born long before the child masters the technique of reading. Nursery school teachers and parents should develop the child's hunger for books, they should motivate his interest /looking at illustrations, storytelling or reading aloud, from a book, variations of read and heard stories/. Nursery schools use stereotyped methods /simple reading aloud, listening to stories, fairy tales etc./. There is a number of possibilities of how to enrich these methods of work.

early childhood, literary education; 142981

10.6 Child and nature

612. BARANNIKOVA, Ye.: *Sezonnyie izmeneniya v prirode.* /Seasonal changes in the nature./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 73-78.

Lessons in methodology of making the children familiar with nature and practical nature study can be spent in a suitable way by walks into the nature. Walks to the forest are especially suitable in spring when it is possible to observe quick changes in the nature. The author describes phenomena, plants and animals that are especially suitable to observe in this period. The students are recommended to keep a nature calendar where they can note results of observations and didactic materials connected with natural phenomena.

nursery school, nature, walk; 142961

613. BORISOVA, Z.: *Vliyaniye truda v ugolke prirody na umstvennoye razvitiye detey.* /The effect of work in the nature corner on the intellectual development of children./

Doshkolnoye vospitaniye, 1983, No. 6, pp. 16-18.

The author describes experience from a nursery school that has a well-equipped corner of the living nature: various kinds and types of house plants, an aquarium, a bird cage with budgerigars, a tortoise and a hamster. This nursery school has set itself the aim to teach the children differentiated care for plants and animals in the nature corner, to develop in the children a responsible attitude to work, to develop their independence in utilising their knowledge and skills in practice, to develop their logical reasoning by independent planning of work. The children took care of the plants and animals in turn, always a pair of children taking care of the plants and another pair taking care of the animals for three days. In this way all children took their turns. Together with their teacher, the children compared plants that differed from the others not only in shape and colour but also in their needs. The children were asked to draw some plant or animal from the nature corner. This necessitated detailed observations prior to the drawing. The knowledge acquired in the course of activities and observations of animals in the nature corner helped the children to answer correctly questions, e.g., what a hamster or a tortoise do when they face danger and why.

nursery school, intellect education, environment + care; 142961

614. GERASIMOVA, L.: Ispolzovaniye na urokakh prirodovedeniya materialov XXVI syezda KSSS. /The utilization of materials of the 26th Congress of the Communist Party of the Soviet Union in lessons in nature study./ Doshkolnoye vospitaniye, 1983, No. 1, pp. 56-59.

When teaching the basics of science and methodology of making the children acquainted with nature, the teacher can concretize some resolutions of the 26th Party Congress. The students can be made familiar with the food production programme, with increasing the effective utilization of soil, machinery, fertilizers, pesticides and the like on the basis of two branches of science, namely biology and agronomics. When taking the topic "The nature of the native region", the teacher should make the students familiar with principles of environmental protection, explain the importance of nature and wildlife reserves and protected animals and plants. Conferences of Young Communists League members on ecological problems proved successful. To express practically their relation to nature, the students took over care for a children's park. When working with children, the students make them acquainted with various objects in nature and they try to evoke in them an emotional response and interest in nature. All work concentrates on developing the relation to nature in the spirit of communist morals that manifests itself in protection of the natural wealth, in an active effort to keep the environment clean.

secondary teacher training school, nature study, the U.S.S.R.; 147500

615. KOSMALA, M.: Podstawy doboru roślin do ogrodów przy przedszkolach. /Principles of plant selection for nursery school playgrounds and gardens./

Wychowanie w przedszkolu, 36, 1983, No. 10, pp. 574-581; No. 11, pp. 633-639.
1 photograph, 5 tables, 11 refs.

The paper discusses the importance of the microclimate in which the child spends his time. Nursery schools should create a suitable microclimate also in playgrounds, gardens etc., while respecting the aesthetic, hygienic, medical and economic viewpoints. A table attached to the paper contains basic suitable kinds of plants, shrubs and trees with detailed characterisation /pp. 577-581/. The second part of the paper draws attention to dangerous plants, those that are toxic in contact etc., i.e. those unsuitable for places where children play. A table listing them and containing a characterization of each is attached /pp. 635-639/.

nursery school, environment; 149673

616. MARKOVSKAYA, M.: Ugolok prirody detskogo sada. /A nature corner in the nursery school./

Doshkolnoye vospitaniye, 1983, No. 1, pp. 53-56.

Things placed in the nature corner include not only house plants, an aquarium and the like, it is a suitable place for keeping seasonal materials, plants and animals interesting for observation in some seasons of the year. The children are getting familiar with these not only in the course of activities but also in the daily observations of changes in the nature corner. Plans for several activities aimed at making the children familiar with seasonal phenomena are attached. These include, e.g., getting acquainted with vegetables and didactic games with them, the sowing of flower, tomato and cucumber seeds in spring, observation of the first spring flowers, observation of frogs in summer, of animals in a terrarium. Long-term observations of animals can be followed by a revision activity, e.g. it is possible to compare two kinds of frogs. Direct observations of animals should be supplemented with reading about them, drawing and modelling.

nursery school, intellect education, nature; 142961

617. MEIER-HIRSCHI, U.: Wenn Kinder sich Tiere wünschen. /When children wish to have animals./

Spielen und lernen, 1983, No. 6, pp. 6-7, 10, 12, 14. 3 figs.

The author points out everything that the parents must take into account before complying with their child's wish and buying some animal to keep at home. She stresses that the child should not consider the animal as a substitute for a toy, that he should treat the animal correctly. She mentions several animals that do not require much care and can be recommended for beginners /guinea-pigs, hamster/ as well as some of those that require more care /rabbits, tortoise, exotic birds/. She reminds that the best animal is a dog or a cat but they also require care and protection. In her opinion, a preschool child is not yet able to fulfil regularly his duties towards the animal and if the parents are not willing to take over the main responsibility, it may be advisable to postpone the purchase of an animal till the children grow older and more reasonable.

early childhood, care, nature; 142990

618. NALETOVA, L.: O rabote obshchestva okhrany prirody. /The nature conservation society and its work./ Doshkolnoye vospitaniye, 1983, No. 10, pp. 64-66.

The experience described here concerns a secondary teacher training school where ecology study is of a practical nature. The school is a member of the nature conservation society. The students act as "green guards", they seek out cases of endangering the nature, discuss the defects found directly with the respective authorities and if their warning is not sufficient, they write a report and submit it to the commission on nature conservation.
A few years ago they took over a part of a flooded area adjoining the Nara river into their protection. They managed to make the respective factories remove the waste they had disposed of in this area. They took the local park into socialist care, too. The plan of their work includes dissemination of the knowledge of ecology, work at school /care for

plants and animals, work in the garden, the making of bird-tables and nest boxes/, graphic propaganda, a conference on nature conservation. The school got a medal of the Russian Nature Conservation Society for this work.

social organization, environment + protection, the U.S.S.R.; 149600

619. NIKITINA, E.: Priroda kak sredstvo vospitaniya. /The nature as a means of education./

Doshkolnoye vospitaniye, 1983, No. 7, pp. 6-12.

The ability to perceive the world aesthetically is developed in children since early childhood. It is a process based on concordance of cognitive and emotional moments. The nature is one of the sources of aesthetic feelings. While observing the beauties of nature, the child develops a considerate attitude to nature. The author describes the experience of a nursery school that set itself the task to make the children familiar with the wealth and beauty of the world of plants, to give the children the necessary knowledge of the objects and phenomena of nature and to guide them gradually to the perception of the countryside and its beauty. A detailed description is given of observations made in the nursery school garden and in the forest. By the end of the school year the children were able to tell what impressed them in the course of their walks, to describe the beauty of natural phenomena and to express their impressions.

nursery school, aesthetic education, nature; 142963

620. NIKOLAYEVA, S.: Kak vesti kalendar pogody. /How to keep a weather calendar./

Doshkolnoye vospitaniye, 1983, No. 6, pp. 18-21.

Systematic observations of changes in the individual seasons of the year develop the children's intellectual activities. The children learn to compare, to determine causes and time dependences of the individual phenomena. Ideas acquired by everyday observations in the immediate vicinity of the nursery school and on purposeful walks can be made more precise and reinforced by keeping a nature calendar where the characteristic features of the individual seasons of the year and changes occurring in them are noted. The author describes daily observations and notations made in the calendar within a week. By the end of each season the children are led to generalize their ideas of the respective season. Plans for two such generalization activities are attached.

nursery school, intellect education, observation, nature; 142961

621. PORTMAN, A.: Natur und Grosstadt. /The nature and the city./

Der Schweizerische Kindergarten, 73, 1983, No. 3, pp. 3-6.

Life in the nature, its changes and beauties can be found even in a city, if the observation is careful. The author describes how to observe natural phenomena in the city the whole year round.

nursery school, observation, nature, town; 149667

622. ŠTURMA, J.: Dět a zvířata. /Children and animals./
Děti a my, 13, 1983, No. 2, pp. 5-7.
2 photographs.

Problems of developing in a city child the relation to the nature and thus also to animals are discussed. The coexistence of man and animals has weakened in the course of recent decades, thus depriving man's world of the presence of a living creature. An animal is a link of the city child with nature, a source of many stimuli that he finds in the nature. The child learns to know, respect and protect life in contact with a living creature. The animal thus helps in the education. The child has regular daily duties connected with the care for the animal, he trains his discipline and perseverance. The animal turns into a suitable model for the child, into an example that can be used for learning, that can incite the child to cleanliness. Problems of hygiene and health are discussed. When deciding what animal to get, the parents should take the child's age into consideration. There may be two kinds of the child's negative attitudes to the animal: a/ the animal takes up an inadequately significant position in the child's life and the mutual relation is a signal that something is not quite all right with the interpersonal relations in the family /monotonous life poor in stimuli is an enemy of the feelings of satisfaction in life/; b/ the child finds excitement and amusement in tormenting animals, thus reacting to the unappealing, unloving or rejecting world. The child finds revenge for the dislike and rejection he encounters. The care for a living creature develops in the child the feeling of empathy, caretaking abilities and the feeling of responsibility for others. A purposefully developed positive relation of the child to nature and to creatures living in it is a valuable help and a value in education.

child, environment + protection; 140557

623. UNUCHEK,L.: *Rol ekologicheskikh znaniy v vospitanii berezhnogo otnosheniya k prirode.* /Ecological knowledge and its role in the development of a considerate attitude to nature./

Doshkolnoye vospitaniye, 1983, No. 7, pp. 4-6.

The child's initial relation to nature is emotional. However, the curricula lay down that the child should get to know conditions necessary for the growth of plants and connect them with environmental changes. Children observe changes in the nature in the seasons of the year, thus acquiring general knowledge of the course of these changes. The teacher explains to the children the need of heat, light and water for the life of plants and shows them how changes in the lives of plants depend on the extent to which these needs are satisfied. Descriptions are given of talks and observations aimed at giving the children an idea of the differentiated needs of plants, enabling them to grasp the connection between environmental changes and changes of the plants.

nursery school, intellect education, ecology; 142961

624. WIĘCKOWSKI, R.: Kształtowanie w przedszkolu pojęc przyrodniczych. /The forming of science concepts in the nursery school./

Wychowanie w przedszkolu, 36, 1983, No. 2, pp. 67-79.
2 tables, 1 photograph, 7 refs.

Purposeful and guided observation of nature possibly out of doors represents the main task in the nursery school teacher's work in the sphere of developing science knowledge and forming correct concepts /verbal lessons without observations should be possibly avoided/. Using topics laid down in curricula for Polish nursery schools as examples, the author elaborates these topics in detail and gives examples of work in this respect.

nursery school, nature, observation; 142961

11 AESTHETIC EDUCATION

11.1 General problems

625. Dětský pokoj. Barevnost dětských pokojů ... /Children´s rooms. Colour in children´s rooms ... /

Domov, 23, 1983, No. 5, pp. 26-29.
6 figs.

The article discusses materials used, their surface finish, patterns and other decorative elements in children´s rooms from the viewpoint of the colour scheme. Principles of the use of colours are discussed. This is a part of an extensive paper published on pp. 7 - 29 of the same issue.

child, living; 142503

626. Dětský pokoj. /Children´s rooms./

Domov, 23, 1983, No. 5, pp. 7-27.
60 figs.

Children´s rooms are discussed from various viewpoints. Topics discussed here include the use of period furniture in children´s rooms, a purposeful layout, lighting, storage space with respect to the size and type of flat. Some examples are given.

child, living; 142503

627. JEAN, G.: *Les voies de l´imaginaire enfantin.* /Ways of children´s imagination./

Paris, Scarabée Cemea 1979.
Reviewed in: L´éducation enfantine, 1982/1983, No. 8, p. 34.

This book by a poet, educator and psychologist does not offer recipes for developing children´s imagination, it shows - in a poetic form - ways of influencing preschool children through poetry and fairytales.

early childhood, fairytale, poetry; 142957

628. KAZAKOVA, T. G.: *Izobrazitelnaya deyatelnost i khudozhestvennoye razvitiye doshkolnikov.* /Art activities and the artistic development of preschool children./

Moscow, Pedagogika 1983.
Reviewed by: Kamalina, L.
Doshkolnoye vospitaniye, 1983, No. 11, p.91.

The publication brings the results of a study of the mutual relations of various kinds of art activities in the art education of preschool children.

The following topics are discussed here: Art activities in the child's development, Basics of a preschool child's art activities, Mutual relations of various kinds of art activities in the process of education.

early childhood, art education; 142985

629. La poésie, foret de mots enchantés. /Poetry - a forest of magic words./ Edited by A. Toutghalian. L'école maternelle française, 1982/1983, No. 9, pp. 15-32.

The article is written on the basis of talks with three early childhood specialists. The first talk deals with the importance of poetry in the nursery school, problems discussed here include the relation of children to poetry, the relation between poetry and culture, methods used for learning poems and the like. The second talk concentrates on the concrete task of including a poem about Christmas in the preparation of the Christmas celebration. The third talk deals with stimuli brought by the life in the nursery school for the shaping and strengthening of the children's relation to poetry.

nursery school, poetry; 142981

630. REICHERT, D. - SCHATZ, H. - SPERLING, W.: Wandzeitungen - Mittel der pädagogischen Propaganda im Kindergarten. /Wallmounts as means of educational propaganda in the nursery school./

Neue Erziehung im Kindergarten, 36, 1983, No. 1, pp. 18 - 19.
1 photograph.

A group of teachers that are in charge of wallmounts discuss their experience with preparing them and state several examples of how nursery school children can participate in this.

nursery school, aesthetic education, wallmount;
142963

631. SAVENKO, L. - YEVSEYEVA, L.: Esteticheskoye vospitaniye v doshkolnykh uchrezhdeniyakh. /Aesthetic education in preschool child care facilities./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 8-12.

The authors describe the experience from the Leninski district of Astrakhan where special attention is paid to aesthetic education. The main tasks include: shaping of the rudiments of aesthetic taste, development of children's creative abilities, raising of the culture of mutual relation, aesthetic education in the course of work. For this purpose, the department of education organized a competition for the best aesthetically furnished nursery school. Further, a two-year seminar on problems of aesthetic education was opened, with lecturers from among popular art school teachers, workers of a picture gallery and a puppet theatre. This theoretical training reflected itself in the work of nursery schools. The individual nursery schools concentrated on certain problems of aesthetic education, such as applied folk art in the nursery school, the use of works done by foremost artists for the development of children's creativity, the use of natural phenomena for aesthetic education etc. The results of this work were made public at scientific and practical conferences. Cooperation with the school was established for the purpose of achieving permanent results. The parents were also invited to participate and got to know the results from displays, matinée programmes etc.

nursery school, aesthetic education, the U.S.S.R.;
142963

11.2 Music education

632. BLAHOVÁ, L.: *Detské ľudové hudobné nástroje.* /Children's folk musical instruments./

Predškolská výchova, *37*, 1982/1983, No. 5, pp. 19-21.

2 photographs, 14 figs.

Children's folk musical instruments came into being in the folk environment. Their basic function was play developing the child's talent for music, feeling for the intonation, rhythm, dynamics, movement accompanied by music and intonation. These are both instruments made by folk artist and those made by the children themselves. Well-known musical toys used to be made of wood in Stará Turá and of clay in Pukanec. Students of the secondary teacher training school in Levice visited a 71-year-old maker of children's musical instruments, who makes children from the vicinity and from the local nursery schools familiar with making and playing them. These musical instruments, which are also described in the article, are used by the students in their practical training in nursery schools. The students looked for folk musical instruments in their surroundings and submitted the collected data to the Art Institute of the Slovak Academy of Science in Bratislava.

child, music education, music activity, music + instrument; 142983

633. BOURDOT, M. - F.: L'importance de l'initiation musicale en section de petits, /The importance of initiating the youngest nursery school children into music./

L'école maternelle belge, 1983/1984, No. 1, pp. 40-42.

The article discusses the practice of music education for children of the youngest group in the nursery school. Music education uses nursery rhymes, songs and ring games as well as dance games. The author brings examples of selected children's games and accompanies them with brief methodological recommendations. Consistent music education is necessary since the earliest childhood as it contributes to the development of the child's hearing, attention and speech. The child learns not only to hear, he also learns to listen to others; thus music is a means of socialization. The article contains notations.

nursery school, music education; 142983

634. McDONALD, D. T.: Montessori's music for young children.

Young Children, 39,1983, No. 1, pp. 58-63.
10 refs.

Reviewing music education for young children in Montessori's system, the author proves that its concept is acceptable even today. Stress is laid primarily on the development of the ability to listen, to produce children's music and to play rhythmical instruments, to move in rhythm and to sing. It is stated here that the effectiveness of Montessori's system of music for young children has not been studied much and that this is why the method has not spread as much as it deserves. In conclusion, mention is made of several recent studies bringing new, very positive evaluations of this music programme.

child, music education; 142983

635. DZERZHINSKAYA, I.: Planirovaniye muzykalnykh zanyatiy. /The planning of music activities./ Cont. 2. Doshkolnoye vospitaniye, 1983, No. 9, pp. 71-79.

Plans of activities presented here are designed for the second youngest group and for the first and second younger group of preschool children. Six of them are for the children of the second youngest group, and there are eight for each of the other two groups.

early childhood, music education, planning; 142983

636. DZERZHINSKAYA, I.: Planirovaniye muzykalnykh zanyatiy. /The planning of music activities./ Cont. 3. Doshkolnoye vospitaniye, 1983, No. 10, pp. 75-85.

Children gain new music impressions in their second year of life and reinforce the acquired habits. Play activities are increasingly connected with music. The traditional New Year celebration that takes place in this quarter of the year is connected with fairytale figures - with the Snowwhite, bears, hares and a festively decorated tree. The children know a few songs and dances that they can sing and dance together with the adults in the course of the celebration. Plans for the second quarter of the school year lay down the perfecting of movement in rhythm with music, the training of walking and running; a new movement is added - jumping. The children get used to movements and dances in a circle. Didactic games aimed at distinguishing sounds are made more varied by the introduction of new musical instruments, such as the metallophone and the triangle. Plans of activities are given for the second group of very young children and for the first and second group of younger children for the second quarter of the year.

the first childhood, music education; 142983

637. DZERZHINSKAYA, I.: Planirovaniye muzykalnykh zanyatiy. /The planning of music activities./ Cont. 4. Doshkolnoye vospitaniye, 1983, No. 11, pp. 76-86.

Plans of activities are given for the second group of very young children and for the first and second group of younger children for the second quarter of the school year /from December to February/.

the first childhood, music education, planning; 142983

638. DZERZHINSKAYA, I.: Planirovaniye muzykalnykh zanyatiy. /The planning of music activities./ Cont. 5.

Doshkolnoye vospitaniye, 1983, No. 12, pp. 64-71.

Plans of activities are given for the second group of very young children and for the first and second group of younger children in nursery schools in the Soviet Union.

the first childhood, music education, planning; 142983

639. HEJZLAR, T.: My jsme malí musikanti. Příspěvek k hudební výchově nejmenších. /We are small musicians. A contribution to the music education of the youngest children./

Děti a my, 13, 1983, No. 3, pp. 27-29.
2 photographs.

This is an analysis of two publications that contribute significantly to the improvement of music education at preschool age both in nursery schools and in families. In keeping with modern research, the present-day music education provides the child with the maximum of knowledge corresponding to his mental development. Most children have sufficient prerequisites for the further development of music education. However, the talent for music must be developed in time and in keeping with the external circumstances. Two publications that have been published recently serve this purpose:

The Piano School for Preschool Children /Klavírní školička pro děti předškolního věku/ by Zdena Janžurová and Milada Borová /published in 1976/ and the 80-page book We Are Small Musicians /My jsme malí muzikanti/ by Petr Jistel, Jana Koštálová and Gita Prokšová. Both these publications are methodologically purposeful, they are adequate to the children's active spontaneity, their natural playfulness and their first extra-music experiences, they proceed progressively from what is simple to what is more complicated, from what is known to what is unknown, from detail to the whole - these are all advantages of the two publications. Parents and teachers are given methodological instructions on the use of both aids, especially of the booklet We Are Small Musicians so as to prevent the child's excessive loading. A teacher's book has been issued together with the publication We Are Small Musicians. A prerequisite of a good approach to the child is also a certain degree of educational tact, patience, active cooperation with the charge. Thus the booklet We Are Small Musicians can become an aid creating prerequisites for the role of music as an inseparable component part of the cultural background in the lives of young people.

early childhood, music education; 142983

640. HRČEK, R.: Rozvíjení hudebních schopností. /Developing music abilities./

Predškolská výchova, 37, 1982/1983, No. 5, pp. 16-18.

Music is only an extra subject for children's nurses studying grade one of secondary nursing schools. The subject contains the rudiments that should be reinforced and extended in courses or in methodological associations. As for nursery school trainee teachers, music and instrument playing are obligatory subjects in the extent of two periods a week for the whole time of their study. Moreover, grade four students have a lesson in methodology of music education every week. A two year in-service training is prepared for nursery school teachers who have finished their studies at secondary teacher training schools. The curriculum contains five basic topics: psychological aspects of music education in the nursery school; vocal education of preschool children; an analysis of music activities in the nursery school; basic problems of improvisation; planning of music education.

children's nurse, teacher, music activity;
142983

641. ISAYEVA, L.: Muzykalnyie zanyatiya s malenkimi. /Music activities with young children./

Doshkolnoye vospitaniye, 1983, No. 4, pp. 70-76.

This is a detailed description of how a music teacher works with children aged 1 to 2, accompanied by a description of some activities and a selection of songs.

the first childhood, music education; 142983

642. JISTEL. P. - KOŠŤÁLOVÁ, J. - PROŠKOVÁ, B.: Přípravná hudební výchova. /Preparatory music education./
Prague, Educational Research Institute 1980.
Reviewed by: Beránková, V.
Estetická výchova, 24, 1983/1984, No. 4, pp. 119-120.

This is a methodological handbook dealing with interpretation and perception activities, the basic music concepts, work environment and teaching aids. A yearly subject-oriented plan of work is attached as an appendix. The handbook is designed for beginning as well as experienced teachers.

child, music education, handbook; 142509

643. KELLER, W.: Kind und Musik. /Children and music./
Der Schweizerische Kindergarten, 73, 1983, No. 6, pp. 17-21.

The author, who is the head of the Institute for Socially Curative Music Education at the Mozarteum in Salzburg, evaluates very critically some attempts made in Japan, West Germany and Great Britain in which preschool children were made familiar with notes, with classical music, they learnt to play classical musical instruments. He evaluates positively Kodály's method but he points out the danger of the solmization of songs or other music motives as the children may take dislike to them for the rest of their lives. Orff's musical instruments, small percussion and strumming musical instruments, are most suitable for initial music education. It does not require long and difficult training to play these instruments, satisfactory results can be reached very soon. Success reached very soon may mean danger as lack of technique is sometimes substituted by undesirable loudness. This, in turn , may mean danger for the hearing and for the nervous system. Speech, dance and music have one thing in common - rhythm. The author evaluates highly stage play. No other motivation is needed if a correct choice of music pieces is made. The children can express themselves in music, dance and in words. The present-day school does not provide sufficient space for group music and dance and the curricula do not count with them either. There is not enough room for movement to the accompaniment of music in nursery schools, either. It is significant from the viewpoint of education that group dance creates a feeling of belonging in the children; they all dance together but each may express himself in a specific way.

nursery school, music education; 142983

644. PAPKOVA, R.: Kak dobitsya aktivnosti detey na muzykalnom zanyatii. /How to make children active in music activities./

Doshkolnoye vospitaniye, 1983, No. 9, pp. 76-81.

This is a description of a teacher's experience. To make the children active, this teacher combines audiovisual, verbal and practical methods with teaching through play. For example, the children got acquainted with Rimski-Korsakov's composition called "The sea" while viewing reproductions of Azybazovski's pictures called "The Black Sea" and "The Ninth Wave". The children learnt interesting things about the composer's life /he sailed many seas/ and they expressed their impressions and ideas of the sea in drawings. Excerpts from the opera "The Fairytale of the Tsar Saltan" were supplemented with Pushkin's verse etc. Verbal methods were used primarily for teaching the children rhythmic movements to the accompaniment of music. The teacher led the children to devise music motives for well-known and favourite verse. Play, verbal and audiovisual methods were used in music games. The children perceived actively and remembered everything that appealed to their feelings.

nursery school, music education, activity ; 142983

645. PINEAU, Ch. - ESBEN, J. - BILLEAU, M.: Qu'est-ce que la langue maternelle musicale ? /What is the native music language ?/

L'école maternelle française, 1983/1984, No.1, pp. 21-34.

9 photographs, 3 figs., 8 refs.

The paper proceeds from the hypothesis that the child acquires the music culture of his region in the same way as he learns the mother tongue. The traditional production of children's songs is linked with the rural environment, the songs have passed from one generation to another orally. Children's folklore is changing gradually alongside with the changing environment due to civilization. Its rescue is at stake at present. The nursery school can help a lot in this respect. The children should live in an atmosphere filled with singing and play. The author brings examples of songs and games suitable for the individual age groups of nursery school children. She also outlines methods of making the children realize the individual music elements. The teacher's work should be geared to the implementation of Kodály's idea: "The child should be able to sing what he hears, then to put it down and then to read it."

nursery school, music education, folklore; 142983

646. SLOŽIL, A.: Vliv hudby na děti. /The impact of music on children./

Predškolská výchova, 37, 1982/1983, No. 11, pp. 12-19.
15 plots.

This is information about a research survey conducted by the National Institute for Methodological Guidance of Crèches in Budapest and a comparison of its results with the requirements for music education in Czechoslovak crèches. The survey covered children exposed to stronger music influences as well as those under a very weak influence of singing or music. The survey was conducted to find answers to questions regarding the optimum form of the nurse's singing for children, the effect of the choice of songs on the results, the optimum number and length of musical stimuli. The survey comprised comparisons of the number of persons the child was to be in contact with, objects within the child's reach, kinds of movements the child makes, the child's behaviour /activity, gestures, mimic/, kinds of sounds he produces, especially music vocalisation. Children's nurses that worked with the experimental group had been given a special training. Nurses working with the control group had no special music training. The survey was conducted for a period of three years. The final report is divided into an analysis of results for very young children and for those aged 1 to 3. The attached plots show that the children from the experimental group whooped and babbled more, produced tones, moved their lips and did twice as many rhythmic movements accompanied with joy. A comparison of the results of the survey and the requirements of the programme of educational work in Czechoslovak crèches in the sphere of music education shows that very young children can be given repeated and longer stimulations more frequently. Children aged 1 to 3 showed a significant difference in the frequency of rhythmic movements. A qualitative change in the achieved results is due to the higher professional training of children's nurses and to the higher frequency of music activities, even of the short ones. The author draws the conclusion that children's nurses should be better trained for their work in the crèche from the viewpoint of music education /they should study music at the popular art schools for five years/.

crèche, music education, research; 142983

647. SZABADIOVÁ - AMBRUŠOVÁ, L.: Spievajme s najmenšími. /Let us sing with the youngest ones./

Predškolská výchova, 38, 1983/1984, No. 1, pp. 16-20. 3 refs.

The song is most easily understandable for children as the basic music composition combining words and music. Folk children's songs as well as nursery rhymes and songs accompanying dances have shaped and developed for a long time. What was of value survived as a kind of music folklore. The text, the melody and the rhythm originated at the same time. An artificial song is created first by a poet and then it is set to music by a composer. The contents of artificial songs are more topical, the songs are about the life of present-day children, they bring elements of modern music. However, they are more demanding from the viewpoint of text and music as compared with folk songs. Children aged 3 to 4 learn to pronounce the remaining speech sounds, they learn to speak distinctly. This is accompanied by the vocal and motor development of the spoken word. This is why this age is especially suitable for locomotive games accompanied by singing where the music and the movement form a whole. The learning of a song, its repetition and reinforcement should be combined with various aesthetic activities, such as locomotive activities accompanied by music, with dramatization as well as with drawing and modelling.

early childhood, music education; 142983

648. VIKTOROV, V.: Zametki o masterakh detskoy pesni.
/Notes about masters of children's song./
Doshkolnoye vospitaniye, 1983, No. 6, pp. 79-85.
3 photographs.

The author evaluates the work of three composers. Vera Petrovna Gerchik is the author of many songs for pioneers, for young people and, primarily, for preschool children. Her songs deal with various topics, they are about the life of children, about the nature, about sports. She composed several children's operas, some of which are suitable for preschool children, and several musical fairytales, such as "The Cat, the Cock and the Fox". Tamara Alexandrovna Potapenko wrote many songs for preschool children. These are songs about Lenin, about the country, about the life of children and adults, about nature, sports songs and the like. Besides, she composed also instrumental music. Some of her works have become a part of the music education programme for nursery schools. Yelena Nikolayevna Tilicheyeva is the author of many songs that are sung by children in nursery schools. Some of her works deal with certain educational tasks, e.g. so called "Small Songs" are vocal exercises for preschool children. They contain elements of play and entertainment together with various educational tasks. She is the author of many musical nursery rhymes, didactic musical games and music for the Music Primer that has been edited by N. A. Vetlugina. This book makes it possible to give the children rudiments of music education both in the nursery school and in the family, to develop their ear for music, to prepare them for singing according to notations. A new edition is being prepared at present, on a new methodological and musical basis, with respect to the specific emotional features of children's perception. Tilicheyeva wrote musical fairytales "An Outing to the Forest", "A Glass Ball", "The Wolf and Seven Kids" and "The Snowwhite" for preschool children.

early childhood, music education, the U.S.S.R.;
142983

649. ZIMINA, A.: Muzykalno-ritmicheskoye vospitaniye detey 3 - 4 let. /The music and rhythmic education of children aged 3 to 4./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 86-90.

This is a detailed description of the methodological procedure used for three- to four-year-olds. At first, the children learnt to walk in rhythm while distinguishing the nature of the march song. In the course of the school year, the children showed satisfaction over the coordination of their movements with music. This reflected itself in their mimic, in their gestures, in their demands for repetition. The teachers tried to achieve the children's creative activity in dancing games and exercises so as to shape their emotional relation to music. Four-year-old children have already some experience with the listening to music and they are able to distinguish the nature of the music by themselves. Their music perception is developed. New music materials develop their precise auditory perception, the ability to react with movements to the nature of the music. By the end of the school year the children were able to decide by themselves the nature of movements when they heard music. It was the children's task to express some action by movements, e.g. to show how a bear walks, how a hare runs or to devise suitable movements for a certain melody. The teachers reinforced the musical concepts by visual perception, they showed the children pictures relating to the contents of the songs.

nursery school, music education; 142983

11.2.1 Developing musicality

650. BRAND, M. - FERNIE, D.E.: Music in the early childhood curriculum.

Childhood Education, 60, 1983, No. 5, pp. 321-326.
3 photographs, 13 refs.

The authors stress the necessity of developing music abilities since the earliest childhood as it turns out that these abilities are not inborn hereditarily to such an extent as it was believed earlier. They show ways of developing singing, playing simple instruments and developing the overall feeling for rhythm. They prefer various kinds of children's music activities to the listening of music as the conditions are sometimes not suitable for concentration.

nursery school, music education; 142983

651. GAUSTER, Ch.: Kinder gestalten Musik. /Children make music./

Wien, Osterreichischer Bundesverlag 1982.
Reviewed by: Münch, A.
Der Schweizerische Kindergarten, 73, 1983, No. 6, p. 32.

Music is designed not only for those with musical abilities. Tones represent material for experimenting for children; the child tests and develops his abilities by using them in the same way as he uses other materials. Music should represent creative experiences for the child, he should create, modulate and combine the tones himself. However, these spontaneous attempts need guidance. The educator places musical instruments at the child's disposal, stimulating him to play with them, to make a "concert", to "sell" them, to experiment. Systematic teaching is premature at this stage.

nursery school, music education; 142983

652. NUSPLIGER - BRAND, K.: Von der Klarinette zum Fagot. /From the clarinet to the bassoon./

Der Schweizerische Kindergarten, 73, 1983, No. 6, pp. 11-15.
1 photograph, 7 figs.

Using the musical fairytale "Pete and the Wolf", the teacher tried to make the children acquainted with various musical instruments, to teach them to distinguish and classify the individual sounds, to make musical instruments of various materials. When the children got acquainted well both with the contents of the fairytale and with the music, she invited a musician who came to the nursery school and showed the children how the individual instruments were played.The children got acquainted with their characteristic sounds and shapes. Then the teacher gave them various materials and the children made various musical instruments under their teacher's guidance. They succeeded in making the instruments, liked to play them and formed small orchestras.

nursery school, music education; 142983

653. OGANDZHANYAN, R.: Rol muzyki v psikhicheskom razvitii detey. /The role of music in children's mental development./

Doshkolnoye vospitaniye, 1983, No. 4, pp. 33-34.

This is information about the results of a survey covering 72 children aged two months to 1 year. It can be observed in the first six months of life that the children perceive musical sounds, that they distinguish sounds from noise or hum. They prefer harmonious musical phrases to isolated sounds and to music lacking harmony. Lyrical music enlivents their movements, rhythmic movements influence their locomotive activity and the development of speech. Music can be considered as an effective means of mental development of these very young children.

the first childhood, mind, music education; 142983

11.2.2 Musical activities

654. BÖNIGER, A. - WALDVOGEL, T.: Tam-ta-da-di.

Der Schweizerische Kindergarten, 73, 1983, No. 6, pp. 3-7.
8 figs.

The article discusses experience that follows from a discussion of nursery school teachers in a continuation course. A description is given of how children can "play" their own body as a musical instrument, as well as a description of self-made percussion instruments. An example is given of the notation of sounds produced by these improvised instruments.

nursery school, music education; 142983

655. DZERZHINSKAYA, I.: Planirovaniye muzykalnykh zanyatiy. /The planning of music activities./ Cont.

Doshkolnoye vospitaniye, 1983, No. 7, pp. 78-87.

Music education begins already in the first months of the child's life. The plan of work with children of very young and younger preschool age is prepared on the basis of general principles for the planning of music education, mostly for a quarter of a year. It is necessary to combine various kinds of activities for these children as the prerequisites of music abilities, singing and locomotive habits are taking shape in this period. The educational work is geared to the development of an emotional relation to music and of interest in music, to the forming of sensory abilities. The repertory is not wide, it is repeated frequently so that the children can master it. It is recommended to divide the perspective plan into the following sections: Tasks of education and teaching, organization of music activities, repertory /for three months/, targets for ascertaining the results of work. The calendar plan is prepared for two weeks, stating the contents of each of the four activities planned for this period. Attention is paid to the methods used for the accomplishment of tasks. Further, the author presents the contents of music education for the first quarter of the year in the group of younger children, as well plans of activities for a quarter of a year for very young and younger preschool children.

early childhood, music education, planning; 142983

656. DZERZHINSKAYA, I.: Planirovaniye muzykalnykh zanyatiy. /The planning of music activities./
Doshkolnoye vospitaniye, 1983, No. 8, pp. 68-73.
Final part.

Plans of music activities are given for the second quarter of the school year for groups of very young and younger preschool children.

early childhood, music education, planning; 142983

657. GRINYUK, L.: Musykalnaya deyatelnost detey vne zanyatiy. /Music activities of children outside the organized activities./

Doshkolnoye vospitaniye, 1983, No.8, pp. 73-80.

The music education of children takes place primarily in planned and organized music activities. The knowledge, skills and habits that the children have acquired enable them to occupy themselves spontaneously with music activities. According to the curriculum, spontaneous music activities include listening to music, singing, dancing, the playing of children's musical instruments, the ability to use various kinds of theatre in play, to play didactic musical games and the like. If the children wish to organize music activities on their own, it is necessary to create suitable conditions - there should be a music corner in every playroom, with musical instruments and musical toys corresponding to the respective age group, various props for dances, for the dramatization of songs and music pieces, for puppet theatre. It is the teacher's task to fill the children with love for music, to teach them the necessary skills, to evoke in them the endeavour to be active. Examples are given of guiding children to use music and singing when they are playing the family, shopping and the like.

early childhood, music education; 142983

658. JISTEL, P. - KOŠŤÁLOVÁ, J. - PROŠKOVÁ, B.: My jsme malí muzikanti. /We are small musicians./

Prague, Panton 1982.
Reviewed by: Beránková, V.
Estetická výchova, 24, 1983/1984, No. 4, pp. 119-120.

This is a workbook for preparatory music education of pupils, set up in a form stimulating children´s imagination and creativity.

early childhood, music education; 142983

659. KAPLUNOVA, T.: Obuchayem detey igre na muzykalnykh instrumentakh. /Teaching the children to play musical instruments./

Doshkolnoye vospitaniye, 1983, No. 7, pp. 87-90.

The curriculum states that children are to learn to play children´s musical instruments. Children of the younger group get acquainted with these instruments. They are primarily percussion instruments. The teacher connects the mastering of the technique with a music picture every time /e.g. she connects beating the drum with marching and the like/. The children learn gradually that every music instruments has its specific purpose. They learn to play the metallophone since the age of five, learning simultaneously the notes and learning to determine them on a still keyboard. At first they learn to play familiar songs transposed to the D major scale. An example is given of a song and the way to train it.

early childhood, music education; 142983

660. Musiche di Giovanni Guidi. - Musiche di Gigliola Perissutti. /Music by Giovanni Guidi. - Music by Gigliola Perissutti./

Scuola materna, 70, 1982/1983, No. 4, pp. 243-280.

The whole issue is devoted to songs designed for nursery schools and children of preschool age. The texts and notations of 28 songs are given here.

nursery school, music education, Italy; 142983

11.2.3 Receptive music education

661. GANOSHENKO, N.: Nauchite rebenka slushat muzyku. /Teach the child to listen to music./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 47-49.

Children have the first experience with music when listening to music in their families. However, accidental listening is not sufficient. The adult must listen to music together with the child. Music creates conditions for mental contact between people, it helps to establish contacts between children and adults. Music chosen for listening to in the family should be understandable for the parents. When talking with the child about what he has heard, the adults should help him to experience the heard music emotionally. The listening to music in the company of peers increases emotional experiences. The children try to share their impressions and stimulate each other to locomotive activity. It is not necessary to make the children familiar with a rich music repertory. Children like listening to music that is familiar to then. The impressions of listening to music can be expressed in drawings, too. It is suitable to activate the child's fantasy in any possible way when he is listening to music. Musical games can be used, too. For instance, it is possible to listen to pieces expressing natural phenomena /the sounds of wind, drops of rain and the like/.

early childhood, music education; 142983

11.3 Art education

662. BENEŠOVÁ, E.: Dárky, které opravdu udělají radost. /Gifts that will really please./

Predškolská výchova, 37, 1982/1983, No. 6, pp. 15-17.
5 photographs.

The author warns against the production of worthless trash objects that often come into being when the teacher makes something herself or interferes with children's work. Children do not make trash without other persons' help; things made by them have a certain magic in spite of their primitiveness. The teacher thinks out the organization and the method, she prepares the material and lets the children work as they like. The making of gifts is not only a matter of skill. The important thing is the moral aspect, the effort to please somebody. Some suggestions are given for gifts that the children can make by themselves.

nursery school, aesthetic education; 142963

663. BROWNE, M. - HOPSON, J.: Making a mess creatively: An art program for 2-year-olds.

Childhood Education, 60, 1983, No. 3, p. 167-172.
4 photographs, 8 refs.

Having explained the importance of creative activity of an art nature since very early childhood, the authors give examples of activities suitable for very young children. Special attention is paid to the adult's role in stimulating these activities.

early childhood, creativity; 142963

664. HEJDUK, P.: *Galérie pro děti.* /A gallery for children./
Děti a my, 13, 1983, No. 4, pp. 28-29.
4 figs.

The aim of our socialist society is to create conditions in which every person's abilities and mental qualities can develop fully. Man needs direct and permanent contact with the world of aesthetically expressive objects and phenomena. The elementary aesthetic choice that is made since early childhood is very important for the child's further development as the child develops the need for and interest in a deeper understanding of the substance of phenomena and objects that evoke an aesthetic feeling in him. The role of nursery school, school, the family and other institutions with respect to the forming of the child's personality is discussed. Since the year 1980, these institutions have included also the Children's Art Gallery that was founded in Plzeň. In three years of its existence the gallery organized 16 exhibitions and a number of other significant actions /methodological consultations, workshops for teachers at all types of schools/. The gallery enables research, methodological activities and study in the sphere of children's art not only for the commission on popular art schools at the Educational Research Institute of Prague but also for theoreticians, aestheticians and educationalists. It cooperates with similar institutions abroad /with the Armenian Children's Art Gallery/. The main aim of the Children's Art Gallery of Plzeň is help in the developing of all creative abilities of children and in an all-round development of their minds and personalities.

child, aesthetic education; 142963

665. HOSMAN, Z.: Čistý tok dětské výtvarnosti. /A clear stream of children's creativity./

Predškolská výchova, 37, 1982/1983, No. 10, pp. 22-23.
1 fig.

This is a description of the experience of a popular art school teacher, who works with selected nursery school children. He comes to the nursery school twice a week. The methods, motives and the training of correct artistic skills and habits are the most important things in art activities of preschool children. Prerequisites include the knowledge of the child's thinking and the ability to follow the child on various occasions, to get to know about him as much as possible. An art teacher must treat the child as his partner; the children feel he belongs to them and they gradually develop their relation to art education. When drawing, they should use materials that lead to graphic expression. Graphic methods and modelling are suitable for preschool children. Good results have been reached with drawing the town where the children live and subsequent play with a building set. The children built jointly the whole town with a modern hotel.

nursery school, art education; 142985

666. PERESELENTSEVA, I.: Rol narodno-prikladnogo iskusstva v esteticheskom vospitanii doshkolnikov. /The role of applied folk art in the aesthetic education of preschool children./

Doshkolnoye vospitaniye, 1983, No. 9, pp. 24-27. 1 table.

This is a description of the experience of a nursery school that chose the local Taruss ornament, among other things, for making the children acquainted with the folk art in keeping with the requirements laid down in the curriculum. This required from the teachers to acquire the necessary theoretical knowledge, to get an idea of the work and methods of folk artists and to create the necessary material conditions in the nursery school. The nursery school rooms were decorated with folk art objects. A two-year seminar was organized for the teachers in the scope of 30 theoretical lectures and 58 lessons in practical activities. Several visits were made to the workshops of folk artists. The teachers' knowledge and skills acquired in the seminar reflected themselves in their work with children. When making the children acquainted with applied folk art objects, the teachers developed their aesthetic taste and creativity. The children learnt to see beauty both in the nature and in their everyday lives.

nursery school, aesthetic education, folklore; 142963

11.3.1 Artistic expression

667. GARAJOVÁ, E.: Netradiční pojetí prostoru v dětské práci. /An untraditional concept of space in children's work./

Estetická výchova, 23, 1982/1983, No. 8, pp. 222-223.
2 figs.

The article discusses practical experience with the overcoming of schematism in the artistic expression of children and forms of directing them to an untraditional concept of space in art activities.

child, art education; 142985

668. SAMORAJ, M.: *Relacje miedzy twórczością plastyczną dziecka a tworczością artysty.* /Relations between children's art creativity and artists' work./

Wychowanie w przedszkolu, 36, 1983. No. 1, pp. 4-10. 3 figs., 11 refs.

The author deals with the following questions: What is the difference between a child and an adult artist when making pictures ? What is painting for a child ? What have children's painting and painting by artists in common ?

child, art education; 142963

11.3.2 Artistic activities

669. BOGATEYEVA, Z. A.: *Applikatsiya po motivam narodnogo ornamenta v detskom sadu.* /Appliqué using the motives of folk ornaments in the nursery school./

Moscow, Prosveshcheniye 1982.
Reviewed by: Regushevskaya, L.
Doshkolnoye vospitaniye, 1983, No. 5, p. 81.

The book is designed for practical use by teachers and methodologists. It contains the following parts: 1. Possibilities of the use of folk ornaments for appliqué made of various materials. 2. The selection of elements of folk ornaments for appliqué. 3. The use of folk ornaments in the educational work in the nursery school. 4. Folk ornaments in the nursery school interior.

nursery school, aesthetic education; 142963

670. DIEL, R. - ZENK, Ch.: Friedrich Fröbel heute "Gestalten und Falten". /Friedrich Froebel today - "Making and Folding"./

Schinznach Dorf, Verlag Constrik AG.
Reviewed in: Der Schweizerische Kindergarten, 73,
1983, No. 4, p. 30.

The publication proceeds from Froebel's idea. Its rich illustrations make the reader familiar with Froebel's "gifts". Having discussed these materials from the viewpoint of education, the book gives methodological instructions for their use in the present-day nursery school.

nursery school, F. Froebel; 142905

671. GUSAKOVA, M.A.: Applikatsiya. /Appliqué./

Moscow, Prosveshcheniye 1982.
Reviewed by: Regushevskaya, L.
Doshkolnoye vospitaniye, 1983, No. 5,
p. 81.

The publication is recommended by the Ministry of Education as a teaching aid for teacher training schools. It contains a theoretical explanation and generalized nursery school experience. It discusses the main features of appliqué, its kinds and its history. A description is given of the methods and technology of appliqué made with paper and natural materials. The publication contains also a list of references and a word list containing terms concerning appliqué.

nursery school, aesthetic education; 142963

672. CHALEZOVA, N.: Vliyaniye narodnoy igrushki na vyrazitelnost detskoy lepki. /The influence of folk toys on the expressivity of children's modelling./
Doshkolnoye vospitaniye, 1983, No.2, pp. 17-22.

This is a detailed information about a study covering groups of children of younger and medium preschool age. The following techniques and their results were studied in detail: examination of folk toys; an analysis of their shapes and decorative elements; a comparison of real objects with toys; a talk with the children about toys; play with folk toys. The study was based on the prerequisite that folk toys contribute not only to the development of artistic taste, that they also stimulate the children's intellectual activities and enrich the children morally, too. The study results show that folk toys evoke interest and an emotional response even in children of the first younger age group and that they activate the intellectual activity. Children of the medium group are fully able to perceive and analyze actively folk toys, to organize independent play with them, to express their shapes and decorative elements correctly when modelling them. Their independence is expressed in the way in which they utilize their knowledge and skills and find the necessary means of expression. This study has made it possible to determine the contents and technique to be used for making the children acquainted with folk art and the possibility of including decorative modelling in the educational work.

child, aesthetic education, folklore, toy; 140561

673. KAZAKOVA, R.: Risovaniye s natury - odno iz sredstv umstvennogo i esteticheskogo vospitaniya. /Drawing after a model - one of the means of intellect and aesthetic education./

Doshkolnoye vospitaniye, 1983, No. 5, pp. 13-17.

Drawing after a model is included in the curricula for five- to six-year-olds in the transfer class. It is expected that there will be 15 - 17 lessons in the course of the school year. The following groups of objects are the most suitable ones for drawing /they are arranged according to how difficult they are to draw/: leaves, fruit, vegetables, dishes, toys /vehicles, animals, puppets/. An object to be drawn should evoke the child's interest and effort to get to know as much as possible about it. When examining the object with the children and talking with them about it, the teacher should aim at developing their illustrative and imaginative thinking and memory. The children should notice the external features but they should also get to know what the object is made of, what it is used for and the like. The teacher explains how it is possible to make a sketch of the object in correct proportions and how to place it on paper, she gives advice on the technique of drawing. The children evaluate their drawings themselves, they determine to what extent they correspond to the model and remove mistakes, if any.

nursery school, art education; 142985

674. PACKOVÁ, J.: Trojrozmerné práce z hliny a keramiky. /Three-dimensional objects made of clay and ceramics./

Predškolská výchova, 37, 1982/1983, No. 7, pp. 14-15.
5 photographs.

This is the experience of a teacher that uses brick-clay for modelling; she describes how to prepare this clay for modelling. As for the organization of modelling, she divides the children into three groups. One group models while the other two draw or paint. Thus the children all take their turns in these three techniques in the course of three lessons. The teacher makes sure that the children have sufficient knowledge of the object they model. The best objects are made after strong emotional experiences.

nursery school, art education; 142985

675. ŠAŠINKOVÁ, E.: Naše elektrárna - svědectví o tvořivém procesu. /Our power plant - an evidence of the creative process./

Estetická výchova, 23, 1982/1983, No. 7, pp. 194-195.
3 photographs.

The article discusses the problem of two-dimensional and three-dimensional modelling and building and its importance for the development of the child's ideas of space as well as a means for mastering the respective work skills. An analysis is given of an example.

early childhood, work education, orientation + space;
142965

11.3.3 Receptive art education

676. KNAIFLOVÁ, H.: Návštěva v galérii a naše malování. /A visit to the gallery and our painting./

Estetická výchova, 24, 1983/1984, No. 2, p. 60.
3 figs.

Nursery school practice discussed here concerns the cooperation with the National Gallery in Prague in keeping with the new conception of art education in nursery schools.

nursery school, art education, Czechoslovakia;
142985

677. STEHLÍKOVÁ, B.: Ilustrace dětských knih a animovaný film. /Illustrations in children's books and animated cartoons./

Zlatý máj, 27, 1983, No. 10, pp. 593-599.
2 photographs, 2 figs.

The study deals with problems of the relation between animated cartoons and illustrations for children's books. The relation appeared as a new trend and a new problem in children's literature by the end of the 60s. Having given some examples of the attitudes of artists to these two spheres, the author shows how mutual relations between animated cartoons and illustrated books enrich the two, trespassing neither the specific laws governing the film nor those applying to books.

children's book, illustration, animated cartoon;
148153

11.4 Literary education

678. BURNY, J. - DRUART, A.: La poésie à l'école. /Poetry at school./

L'école maternelle belge, 1982/1983, No. 4, pp.145-163.
4 figs.

The paper consists of three parts. The first part contains some poems from the book The Magic Latern by Maurice Careme and their analysis. The remaining two parts deal with selected problems of literary education, e.g. how to evoke and develop love for poetry in children, how to combine literary education with rhythmic, dramatic, music education and the like.

child, literary education; 148155

679. DMITRIYEVA, Ye.: *Kak chitat skazki o zhivotnykh.* /How to read fairytales about animals./

Doshkolnoye vospitaniye, 1983, No. 7, pp. 70-72.

Fairytales about animals are suitable primarily for children of the younger and medium preschool age. They are often in the form of a dialogue and this is why the speech of each character should correspond to his nature and behaviour. There is often a repetition of an episode. When reading to children, the adult should use different voices for the characters, read slowly, keep the logical stress, insert an interval after repetition. Sometimes repetition is combined with gradation. In this case it is necessary to stress what is new. A detailed analysis is given of the story called The Little Hare's House, accompanied with recommendations on how to read this story to children.

nursery school, literary education, fairy tale;
142981

680. DMITRIYEVA, Ye.: Rabota vospitatelya nad textom dlya podgotovki yego k chteniyu. /The teacher's text preparation for reading./

Doshkolnoye vospitaniye, 1983, No. 1, pp. 14-17.

When preparing for reading some literary text for the children, the teacher should analyze the text, determine the aim of reading this text, the structure and composition of the text /exposition, culmination, dénouement, epilogue/ and its specific nature; it is necessary to determine the logical stress, pauses, speed, strength and pitch of voice. This is followed by training the recital. It is also necessary to realize the genre of the selected text /short story, fairytale, poem, legend/ and its specific nature. Supplementary means of influencing the listeners include the mimic and gestures. They are the result of mental state of the reader that develops in connection with the comprehension of the text.

teacher, literary education; 148155

681. GABČANOVÁ, O.: Spolupráce s rodiči. /Cooperation with the parents./

Predškolská výchova, 37, 1982/1983, No. 8, p. 25.

The author describes the experience gained with a questionnaire used for assessing the level of five- to six-year-olds as "readers". Facts ascertained included what the children preferred /listening to reading and narration, listening to fairytales from records, the watching of TV/, whether the children went to theatre and film performances with their parents, how the parents bought books for their children, whether they borrowed books from libraries, which magazines they bought for their children, which books the children liked. An analysis of the results obtained shows the level of the whole group, which can be used as a guide for planning the work with the individual genres, for joint theatre and cinema visits, for purchasing records, books, magazines, for individual work with children.

early childhood, literary education, research;
142981

682. BENT-GOLD, J. - PLASKON, S. P.: Children writing for other children.

Childhood Education, 60, 1983, No. 1, pp. 23-27.

This is information about an interesting attempt made with a literary circle of grade six pupils, who talked with preschoolers first, then got familiar with literature for preschool children and analyzed it critically and then tried to write their own fairytales for preschool children. The fairy tale attached in conclusion is one of those that the children wrote and that met with a big response from the preschoolers.

child,literary education, children's literature;
142981

683. MACCHIETTI, S.S.: Raccontare fiabe, oggi. /How to tell fairytales at present./

Scuola materna, 70, 1982/1983, No. 10, pp. 623-624.
6 refs.

The relation of educators to the fairytale has changed. Thirty years of criticizing the "false perspective" of fairytales have been followed by a high evaluation of the importance of fairytales for the education, the contribution being made by psychoanalysis, by experience gained of the consequences of "overtechnicized" influences and the need of the imaginative element as a correction. However, there are considerable differences in the variety of views of educational theory on the problem of "why fairytales" and "what fairytales" /the author analyzes especially the views of S. H. Fraiberg accentuating the importance of magic for early childhood/. Besides, the history of fairytales as a literary genre shows the complexity of selection: the educators can choose either classical fairytales, or surrealistic ones, or any of the highly varied forms of "modern" fairytales. Considering this dynamics /which is, in itself, an expression of the overall dynamic process of the cultural change/, it is not only a problem of didactic choice; it is a problem of a "cosmogonic" nature, the conflict of modern structures with the specific psychological and cognitive structures of children. The"art of telling fairytales" means having a high educational sensitiveness and knowledge of children's perception today.

early childhood, children's literature, fairytale;
142981

684. REHÁKOVÁ, H.: Ovplyvňovanie predčitateľského vývinu. /Influencing the prereader development./

Predškolská výchova, 37, 1982/1983, No. 7, pp. 23-24.

This is a description of the experience of a nursery school that cooperates with the local public library. A visit to the library was a stimulus for the teachers, who set up book corners in every classroom together with the children. When they came to the library next time, the children got information about the librarian's work, about the classification, storing and lending of books. They got to know how books were lent. This knowledge was a stimulus for them to play at librarians. A display of children's books was prepared in March. The wall-mount containing information for parents promoted the local public library, gave information about the Slníčko /Sun/ edition of children's books and an instruction on how to use children's books in the family.

nursery school, literary education; 142981

685. SŁODOWNIK, E.: Literatura a kształcenie wrazliwosci estetycznej. /Literature and the forming of the aesthetic feeling./

Wychowanie w przedszkolu, 36, 1983, Nos. 7/8, pp. 397-403.
8 refs.

An analysis of the work of twelve nursery school teachers from Warsaw, who pay special attention to the use of literary texts in the education of children at the age of about six years, shows different attitudes to the work with literature. There is mainly a contradiction between the "utilitarian" attitude /literary texts are considered only as an instrument for the development of speech, thinking and the like/ and the "aesthetic" attitude /stress is laid on the development of the child's emotions, fantasy, understanding and sensitivity towards elements of artistic expression, such as the choice of words, melody and the like/. There should be a balance between the aesthetic and non-aesthetic aims of using literature in the education. However, texts chosen should be always of a high artistic value and viewpoints of aesthetic education should be respected even in cases when the main aim is different, e.g. speech development.

nursery school, literary education; 142981

11.5 Children's literature

686. AZOALA, M.: 30 Years of IBBY - some reflections. Bookbird, 1983, Nos. 3/4, pp. 3-4.

The president of the IBBY reflects upon the thirty years that have passed since its foundation. At the present time, it has 50 national sections, its own information bulletin and, through its main committee, it keeps international contacts with outstanding specialists in the sphere of children's books and juvenile reading. As the president mentions, in the course of its existence the IBBY has helped to develop cultural interests in many countries and contributed to the establishment of contacts among many specialists and institutions. The president evaluates especially the work of the national sections that develop culture from the viewpoint of the interests of their own countries.

children's book, organization, information;
140113

687. Biennial of Illustrations Bratislava awards 1983.
Bookbird, 1983, Nos. 3/4, pp. 75-77.
1 fig.

This is information about prizes and acknowledgements awarded at the 9th Biennial of Illustrations Bratislava. There were 2250 illustrations by 305 illustrators from 43 countries all over the world at this international show. The international jury consisting of representatives of 12 countries assessed the illustrations from the viewpoint of their artistic value, linking to the text, technique used and adequacy for the children's perception. The main prize - the Grand Prix - was awarded to Dušan Kállay from Czechoslovakia for his illustrations of the book Alica v krajine zázrakov /Alice in Wonderland/ published by the Mladé letá publishing house in Bratislava in 1981. Golden Apples were awarded to Yuri Charyshnikov from the Soviet Union, Seiji Fujushiro from Japan, Kaarina Kaila from Finland, Květa Pacovská from Czechoslovakia and Gennadiy Spirin from the Soviet Union. Nine artists were awarded plaques, four got honorary acknowledgements /one of them was given in memory/. Five publishing houses got honorary acknowledgements.

children's book, illustration; 140113

688. Bologna Fair Prizes 1983.

Bookbird, 1983, Nos. 1/2, pp. 34-35.
1 fig.

This is information about prizes awarded by the jury at the international fair in Bologna to writers, illustrators and critics for children's books.

science + gathering, children's book, Bologna, 1983; 140113

689. 1983 Bologna Children's Book Fair.

Bookbird, 1983, Nos. 1/2, pp. 18-19.

This is information about the international children's book fair that took place in March 1983 for the 20th time. 887 publishers from 60 countries presented their production in Bologna, with Czechoslovakia traditionally among them. Shows of illustrators form a part of this fair, with the best ones receiving awards /out of the total number of 495 illustrators, 100 were awarded/. There was a show of illustrators of Chinese children's books, with 65 Chinese artists participating, within the framework of international cultural agreements. The traditional monotopical show was devoted to new series heroes from the years 1980 - 1983.

science + gathering, children's book, Bologna, 1983; 14#113

690. BEGAK, B.: Chudesnyi dedushka. /The magic old man./ Doshkolnoye vospitaniye, 1983, No. 8, pp. 41-43.

The author evaluates the work of Vladimir Fedorovich Odoevski. His Fairytales and Tales of Old Man Iriney published in 1840 were evaluated highly as a work of art stimulating the children's fantasy and inquisitiveness. His stories from the life of children as well as those about animals follow a humanistic line. The author's wide range of vision influenced his stories that show marks of artistry as well as his biographical stories.

children's literature, V. F. Odoevski, the U.S.S.R.; 148165

691. BEGAK, B.: Chuvstvo detstva. /The feeling of childhood./

Doshkolnoye vospitaniye, 1983, No. 6, pp. 67-69.

The work of Vladimir Grigoryevich Suteyev is evaluated. Sets of drawings accompanied by short texts are characteristic for him. His art is realistic, representing a unity of the aesthetic element and the ethical element. His works are gay, humorous, they contain a moral core without moralising. His books have been translated into many languages.

children's literature, V. G. Suteyev, the U.S.S.R.; 148165

692. BEGAK, B.: "Ved eto schastye pisat dlya detey". /"Writing for children makes one happy."/

Doshkolnoye vospitaniye, 1983, No. 1, pp. 49-52.

The work of D. N. Mamin-Sibiryak for children is evaluated. His fairytales are near to the Russian folklore, their topic being the nature. The children are presented a realistic view of the nature and its phenomena. The author's works have been translated into many languages.

children's literature, the U.S.S.R.; 142981

693. DANSET-LÉGER, J.: *L'enfant et les images de la littérature enfantine.* /The child and images of children's literature./

Paris, Pierre Mardaga 1982.
Reviewed in: L'école maternelle française, 1982/1983,
No. 9, pp. 11-12.
7 refs.

The publication is a thesis in the sphere of psychology. The author's study reveals how a child learns to understand images since the age of four years, what his preferences are, how images contribute to the development of sensibility, intelligence and the like.

children's literature, early childhood, psychology, research; 142981

694. ELLEMAN, B. - HANLEY, K.: *Books chosen by children.*
Bookbird, 1983, Nos. 3/4, pp. 5-10.

Proceeding from the results of a survey conducted at schools, in libraries and questions posed to inidividual children, the authors made a list of fifty books that the children denoted as their favourite ones. They also established contacts with teachers and librarians and consulted them about problems of the choice of books. In the authors' opinion, the conclusions are not surprising and they more or less correspond with what is presented to them. However, these conclusions are of interest, showing some dependences, e.g., between the kind of promotion /on TV/ and popularity.

children's book, literary education, research; 148153

695. FRYCIE, S.: *Literatura dla dzieci i młodziezy w latach 1945-70.* Historia wspólczesnej literatury polskiej. /Literature for children and youth in the years 1945-70./

Warsaw 1978 /Volume I/, 1982 /Volume 2/.
Reviewed by: Wiaderek, M.
Wychowanie w przedszkolu, **16**, 1983, No. 2, pp. 120-124.

This is the last part of an extensive cycle of studies in literary history comprising the history of Polish juvenile literature since its beginnings up to the present. The two volumes analyse present-day literature since the year 1945, volume I dealing with the prose and volume II dealing with poetry and other genres. This is a synthesis of more than twenty years of work of a research group at the Institute of Polish Literature of the Polish Academy of Science.

juvenile literature, Poland; 148155

696. GORMSEN, J.: BIB Grand Prix 1981 made Roald Als famous in his own country.

Bookbird, 1983, Nos. 1/2, pp. 68-70.
1 photograph.

This article informs about the work of Roald Als, a Danish painter and illustrator, who has ilustrated twenty books for children so far. He was awarded the Grand Prix at the BIB /Biennial of Illustrations Bratislava/ in 1981 for one of them, "Kristoffers rejse" /Christopher's journey/. Roald Als belongs to the younger generation of Danish painters /born in 1948/, his illustrations are well-known also in other countries and his success at the biennial in Bratislava has increased his popularity in his native country, too.

children's book, R. Als, Denmark; 140113

697. HAMANOVÁ, R.: Daisy Mrázková aneb krása života.
/Daisy Mrázková, or the beauty of life./

Zlatý máj, 27, 1983, No. 7, pp. 418-422.
2 figs.

This is a literary analysis and an evaluation of the work of Daisy Mrázková, a writer and an illustrator. The literary work of this author is compared with that of O. Hejná. This comparison makes it possible for the author of the article to point out the common and differing features of their books for children. As the author states in conclusion, both authors play with the language and with imagination to demonstrate the child's inner life in which substantial moments of the outer world are melted into far richer stories in the sphere of feelings. O. Hejná's and D. Mrázková's books represent a significant contribution to the modern Czech "children's" literature, with their seeking, their ability to picture the children's world with its rich nuances of feelings, relations and values, their stress on fantasy and play in the process of getting to know the reality.

children's literature, analysis, D. Mrázková, Czechoslovakia; 148165

698. HAMANOVÁ, R.: Dítě a svět v prózách Olgy Hejné aneb fantazie hry. /The child and the world in Olga Hejná's prose, or the fantasy of play./
Zlatý máj, 27, 1983, No. 2, pp. 99-103.

This is a literary analysis and an evaluation of the work of Olga Hejná, a writer. This author has created a special type of impressionistically turned modern prose. Her work is characterized by the magic of the naive "child's view", a hint of fantasy play and poetization and, simultaneously, the danger of sentimentality and didactic purposefulness. Despite some partial reservations due primarily to the author's emotional impulsiveness, Olga Hejná has succeeded in using the imaginative element and the special detail in prose for young children.

children's literature, analysis, O. Hejná, Czechoslovakia; 148165

699. Handbuch zur Kinder- und Jugendliteratur. Von 1750-1800. /Handbook of literature for children and youth. 1750-1800./

Stuttgart, Metzlersche Verlagsbuchhandlung 1982. 1700 pp.

Reviewed in: Ulrich, K.: Entdeckung der Kinderliteratur.
Der Schweizerische Kindergarten, 73, 1983, No. 4, p. 23.

This handbook represents 176 less accessible works. They are described in detail, characterized by quotations and illustrations. The bibliography contains 1036 references. Publications are classified into the following groups: light, moralising, religious, books for teaching to read, write and speak, professional literature.

juvenile literature, bibliography, 1750-1800, West Germany; 148163

700. CHALOUPKA, O.: *Oslovení dítěte.* /Addressing the child./

Zlatý máj, *27*, 1983, No. 8, pp. 460-461.
1 photograph.

This is an analysis and an evaluation of Bohumil Říha's fairytales for young children.

children's literature, analysis, B. Říha, Czechoslovakia; 148165

701. CHALOUPKA, O.: *Společenské a individuální působení prózy pro děti a mládež.* /The social and individual effect of prose for children and youth./

Zlatý máj, *27*, 1983, No. 9, pp. 528-534.

The paper deals with problems of the social and individual effect of prose for children and youth from the psychological, educational and literary viewpoints. The author presents facts about the mental and social acceleration of the child of our time, facts about the quantitative and qualitative demands made on the child by the school system of education. Further, he presents facts about the quantity of information the child gets outside the school /70 p.c. to 80 p.c./ and about the width of experience that the child gains in direct social communication. Nowadays the boundary of childhood shifts downwards, the child loses his childhood earlier. This is the reason why children's literature should show the child what childhood represents in his life, what riches it means. In the author's opinion, this is the aim of children's literature both in the social dimension as well as individually, with respect to every individual reader. However, books for pubescent readers should exceed the horizon of childhood. Any conservation of childhood would be illusive and it would contradict the reality. A child of this age wants to get to know the attitudes of adults, their views and way of life.

juvenile literature, demanding nature,child, acceleration; 148163

702. In memoriam Bettina Hürlimann.

Bookbird, 1983, Nos. 3/4, pp. 69-74.
1 photograph.

Using their personal memories of her, five of the nearest fellow-workers and IBBY officials pay honour to Bettina Hörlimann, an outstanding representative of the movement for good children's books, who died on July 9th, 1983. Bettina Hürlimann stood at the birth of the IBBY and worked in this organization for long years. She was a member of the jury awarding the Andersen Prize, co-founder of the Biennial of Illustrations Bratislava where she also acted as a member of the jury, member of the organization committee and many other bodies. She also wrote and published; her works deal with the theory of children's literature and her work

"European books for children in three centuries" has been translated into many languages.

children's book, B. Hürlimann; 140113

703. JORDANOV, J.: Dítě a prostředí přírody v současné próze. /The child and natural environment in the present-day prose./

Zlatý máj, 27, 1983, No. 10, pp. 606-610.

This is a contemplation of the ecological problems from the viewpoint of their reflections in the present-day Bulgarian prose for children. Writers try to change the child's consciousness towards a really sensible and responsible attitude to the environment. The importance of the ecological problems is stressed, be it in the form of a fairy-tale or in realistic narration, within the framework of rural or urban topics, in an artistic or instructional version. The author points out the present-day process of the child's alienation from the natural environment and the necessity of literature about nature for children. Further, he warns against two trends that appear to spread in this sphere. The first one is an extreme anthropomorphism of animals and plants as fairytale characters /e.g., birds driving cars, beetles furnishing their flats and watching TV/. The other trend is the application of the principle of a "vivified toy" - a traditionally natural character /e.g. a bear, a wolf, a fox / is torn out of its natural environment and placed in the urban environment, in a flat, among people.

children's literature, ecology, Bulgaria; 148163

704. Lexikon der Kinder- und Jugendliteratur. /Lexicon of literature for children and young people./
Edited by K. Doderer.
Weinheim, Beltz-Verlag 1975 - 1982. Volumes I - IV.
Reviewed in: Ulrich, A. K.: Die Entdeckung der Kinderliteratur.
Der Schweizerische Kindergarten, 71, 1983, No. 4, pp. 22-23.

This four-volume lexicon, prepared in cooperation with the Research Institute for Juvenile Literature at the Goethe University in Frankfurt, has been published gradually since 1975. The literature for children and young people is covered very broadly and dealt with from many viewpoints. Besides authors, illustrators and popular characters from children's books, all genres are represented here, including audiovisual aids. The literature of individual countries is dealt with separately. Children's literature has made a step forward since the publishing of the first volume, it is studied more intensively now. The first volumes are somewhat outdated and this is why the fourth volume brings detailed historical studies and contains information about the further development of children's literature written in German.

juvenile literature, lexicon, West Germany; 148163

705. MACCHIETTI, S. S.: *"Chi c'è dietro la pagina ? Responsabilità degli autori e realtà dei ragazzi oggi."* /What is there behind the page ? Authors' responsibility and children's reality in the present-day world./

Scuola materna, 70, 1982/1983, No. 11, pp. 699-700.

This is a contemplation of the topic discussed at a congress held in Treviso on October 29th - 31st, 1982. Convened at the instance of the "Gruppo di servizio per la letteratura giovanile" /group for the promotion of juvenile literature/, this first all-national Italian congress dealt with children's literature. /The author of this article delivered one of the main papers at the congress./

science + gathering, children's literature; 140113

706. MACHKOVÁ, E.: *Dramatika jako součást literatury pro děti.* /Drama as a part of children's literature./

Zlatý máj, 27, 1983, No. 8, pp. 492-498.

This is a historical outline of the development of drama for children as a whole and its critical analysis. Drama for children is meant as drama played by adult actors for children, puppet plays as well as plays for children's ensembles. From the viewpoint of genres, these can be divided into plays from the life, stage fairytales based on folk as well as modern texts, adventurous plays and plays with detective plots. The author of this article also makes some critical remarks concerning textbooks for secondary teacher training schools where the educational aims of the individual plays are formulated very precisely, e.g. "the scene shows excessive fastidiousness", "the play is aimed at making the children familiar with nature, it helps to introduce a talk about potatoes", "the play helps to cure children of boasting". Notable features of present-day as well as of older second-rate children's drama are didacticism, a utilitarian conception of education, verbalism, the absence of dramatic situations and the like. The author finds it necessary to include drama for children in children's literature both legally and manifestly and to deal with it in context with this literature. Drama for children has not yet been dealt with professionally from literary critical, historical and theoretical viewpoints. The present-day state shows that a lot of trash survives in this sphere alongside with plays of good and excellent quality.

children's literature, dramatization; 148169

707. 1982 Marie Majerová Prize.

Bookbird, 1983, Nos. 1/2, p. 21.

The Czechoslovak Marie Majerová Prize is awarded by the Czechoslovak section of the IBBY for lifelong work for children. Laureates for 1982 are the writer František Kožík and the art critic František Holešovský.

children's book, Czechoslovakia, 1982; 140113

708. Maxim Gorki Prize 1983.

Bookbird, 1983, Nos. 3/4, p. 51.

This is information about the new Maxim Gorki Prize that has been introduced on the basis of an agreement of six socialist countries and the respective national sections of the IBBY. An international jury from these countries chooses three winning books for children. Books chosen for 1983 were "Blagiye namereniya" /Noble intentions/ by Albert Likhanov from the Soviet Union, "Co slychach za tymi drzwiami" /What you can hear behind that door/ by Ewa Ostrowska from Poland and "Tűrhető Lajos" /The tolerant Lajos/ by Katalin Nagy from Hungary.

children's book, organization, information; 140113

709. MICHALKOV, S.: Vše začíná dětstvím. /Everything begins with the childhood./

Zlatý máj, 27, 1983, No. 3, pp. 141-143.
1 photograph.

The importance of early good-quality educational care of very young children is stressed. The child's receptiveness and sensitiveness makes it possible to form principally his personality for the future. The child must be educated by literature and for literature at the right time. It is necessary to develop in children love and respect for all that the preceding generations have created and preserved.

child, literatury education; 148153

710. MOTYASHOV, I.: Shchedrost talenta. /Bountiful talent./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 40-42.

This is an evaluation of S. V. Mikhalkov's work on the occasion of his 70th birthday. His poems for children are popular with the third children's generation now and they have become a part of the golden fund of the Soviet poetry. Many of them have been put to music. Mikhalkov wrote a number of theatre plays for children. He was a war correspondent at the time of the Great Patriotic War and his experiences from that period are reflected in many of his present-day books. He is a co-author of the Soviet national anthem. He has been awarded many Soviet as well as foreign orders. He is the secretary of the Soviet Writers' Union, the chairman of the Soviet section of the IBBY.

children's literature, S. V. Mikhalkov, the U.S.S.R.; 142981

711. **NEBENZYA, A.:** O voprosakh razvitiya detskoy literatury. /Problems of the development of children's literature./

Doshkolnoye vospitaniye, 1983, No. 9, pp. 5-11.

A resolution of the Central Committee of the Communist Party of the Soviet Union and the Council of Ministers of the Soviet Union entitled "On measures for the further development of Soviet children's literature" was issued two years ago. It laid down tasks concerning the number of books for children and an improvement of their quality. Lately some critical articles on children's literature have been published, literary critical publications dealing with the work of writers writing for children have appeared, the magazine "Children's literature" has grown more active. The educational importance of children's literature was discussed at the 7th Congress of Soviet writers; stress was laid on the importance of literature for preschool children and it was pointed out that few good-quality books were published for this age group. In all, 2,477 million books were published in the 10th five-year-plan but the share of books for preschool children was insufficient. Soviet children's literature is fully international. Children from the individual republics get to know translated works of authors of other nationalities. Getting acquainted with Russian literature prepares the children for learning Russian. The best writers prove with their works that verbal art can give the children an idea of the native country, of friendship among nations, of the Soviet way of life, of the necessity and importance of human work. In the year 1983, publishing houses began to publish series of books for children of preschool and younger school age making the children acquainted with life in the individual Soviet republics.

children's literature, the U.S.S.R.; 142981

712. Oleg Zotov, winner of the Golden Apple, BIB'81.
Bookbird, 1983, Nos. 3/4, pp. 78-79.
1 fig.

This is a brief summary of the life and work of the Soviet graphic artist Oleg Zotov, who is the winner of the Golden Apple awarded at the BIB '81. Zotov has illustrated over a hundred books for children, out of which many have been published abroad. His work was on show in Paris, Bologna, Tokio, Leipzig, Berlin, Warsaw and Budapest. In Czechoslovakia, ten books with his illustrations have been published so far.

children's book, illustration, O. Zotov, the U.S.S.R.; 148163

713. PAPE, W.: *Das literarische Kinderbuch.* /Children´s books as literature./

Berlin, Verlag Walter de Gruyter 1981.
Reviewed in: Ulrich, K.: Die Entdeckung der Kinderliteratur.
Der Schweizerische Kindergarten, 73, 1983, No. 4, p. 24.

The author concentrates only on fiction written for children. In his opinion, the question why authors write for children and what the specific literary intentions of authors are is more important than educational or sociological aspects. He stresses the literary quality of the books.

children´s literature, author; 148163

714. PAVLÁT, L.: *Tajemství knihy.* /The secret of books./

Prague, Albatros 1982. 206 pp.
Reviewed by: Chaloupka, O.
Zlatý máj, 27, 1983, No. 4, pp. 248-249.

The author of the book makes the reader acquainted with the whole complicated process of the book´s coming into being as an artefact. He shows the production of books in the widest sense, including the work done by editors, illustrators etc., as well as that done in the printing house, printing, bookbirding and the like. Problems of literary creation, social function and social realization of books are not left aside, either.

children's book, production; 148163

715. PISARENKO, G.: *V nogu s vremenem.* /Keeping pace with the time./

Doshkolnoye vospitaniye, 1983, No. 1, pp. 47-49.

This is information about the present-day Estonian literature for children of preschool age. While keeping its relation to the national traditions, it also tackles problems that are common for the whole Soviet Union. Estonian writers have created new and interesting books that help the child to grasp what is correct and to form his own idea of it.

children's literature, the U.S.S.R.; 142981

716. PRIKHODKO, V.: *Podarki za otzyvchivost.* /Gifts for understanding./

Doshkolnoye vospitaniye, 1983, No. 8, pp. 38-40.

This is an evaluation of Maxim Gorki's work for children. Gorki understood children and loved them. He kept correspondence with them, was a companion in their games. His poetry and prose for children came into being on the basis of children's wishes or was addressed to certain children, especially to Gorki´s nephews and nieces.

children´ literature, M. Gorki, the U.S.S.R.; 148163

717. RAY, S.: Professional books in the 1980s.
Bookbird, 1983, Nos. 3/4, pp. 61-63.

The author informs about bibliographies of children´s literature that appear in Great Britain, mentioning simultaneously the most interesting publications in the sphere of the theory of children´s literature. A note attached to the article says that the author has also published many papers concerning these problems.

children´s literature, bibliography, information, Great Britain; 148163

718. ŘÍHA, B.: Vnitřní řád literatury uměleckonaučné.
/The inner order of educational fiction./
Zlatý máj, 27, 1983, No. 10, pp. 579-583.

This is a contemplation of the problems of educational literature and educational fiction for children. The author states that the doses of rational knowledge have increased in both of these spheres, that the quantity of knowledge has increased sharply; this is often to the detriment of didactic requirements in textbooks and to the detriment of the educational and artistic function in the sphere of educational fiction. It is not considered favourable for the child's education to increase the extent of knowledge provided in textbooks irrespective of the child's mental possibilities, to limit educational fiction to matter-of-fact, neutral contents while neglecting the educational and aesthetic elements. At the present time, it is no more possible to continue increasing mechanically the scope of knowledge by making the subject matter more professional, more scientific in educational fiction; it will be necessary to increase the children's emotiveness, their involvement by artistic means and by an overall humanization.

children's literature, work of art, information; 148167

719. SCHERF, W.: Význam a funkce pohádky. /The importance and function of fairytales./

Zlatý máj, 27, 1983, No. 3, pp. 160-166.

These notes on the function and importance of fairytales for children in today's world are written on the basis of a psychological analysis of several well-known fairytales and a description of the typical features and patterns of basic human relations.

psychology + child, fairytale; 144361

720. SOJKOVÁ, K.: Mladá léta po krajíčkách. /Young years in slices./

Prague, Československý spisovatel 1983.
Reviewed in: Červenka, J.: Vzpomínky K. Sojkové
Predškolská výchova, 37, 1982/1983,
No. 5, pp. 30-31.

The writer tells about her childhood and youth, about the family traditions and ups and downs in life at the time of War World War I. Her memories show one of the basic features of her books for children written later: very intensive memories and projections into the scenery of childhood. The publication helps to understand some features of the author´s personality as an artist. It also helps to see and reveal the need of feeling emotion and living pure human relations that the children need for the shaping of their personalities.

children´s literature, K. Sojková, Czechoslovakia;
142713

721. VORÁČEK, J.: Historické a teoretické koncepce české literatury pro mládež. /Historical and theoretical conceptions of the Czech juvenile literature./

Prague, Albatros 1982. 288 pp.
Reviewed by: Nezkusil, V.
Zlatý máj, 27, 1983, No. 3, pp. 184-185.

This synthetical monograph represents a survey and an analysis of the development of the theoretical and critical responses to Czech children's literature since the time of the national revival till today.

children's literature, history, analysis, Czechoslovakia; 148163

11.6 Theatre and film for children

722. BERÁNKOVÁ, H.: *Na závěr loutkářské Chrudimi.* /In conclusion of the puppeteer show in Chrudim./
Československý loutkář, 34, 1983, No. 9, p. 193.
5 photographs.

This is detailed information about the national amateur puppeteer show - the 32nd Puppeteer Chrudim. This year's show has been conceived ideologically as a contribution of amateur puppeteers to the Year of the Czech Theatre and to the celebrations of the anniversary of the February events. Workshops organised within the framework of the show under the guidance of lecturers dealt with individual scenes with puppets, the culture and technique of speech; there was also a workshop for authors and dramatizers and a basic course for nursery school teachers. The working part of the show enables the participants to enlarge their knowledge, to perfect their work in the form of practical exercises. Participants also saw performances at the show regularly and refined their views in everyday discussions.

puppetry, Czechoslovakia, 1983;, 148175

723. BIČIŠŤOVÁ, E.: Specializační studium v systému vzdělávání učitelů. /Specialization study in the teacher training system./

Predškolská výchova, 37, 1982/1983, No. 8, pp. 10-11.
1 photograph.

Specialization study is aimed at intensifying some element or some sphere of teacher training, fulfilling the following functions: preparation for special educational activities; preparation for theoretical, methodological and publishing activities of teachers in the sphere of education; reinforcement of knowledge in some sphere of science or its part with the aim of raising the quality of the teacher's work; development of teachers' interest in science, technology and art. A specialization course in drama for puppet theatre and its application in the nursery school has been prepared for the section of preschool education. Its contents are based on the knowledge and skills acquired at the teacher training school. The first course of this kind was organized in the North Bohemian region in the school year 1981/1982. A volume containing texts of puppet plays prepared by the participants in conclusion of the course will be published.

teacher, in-service training, nursery school, puppetry;
142305

724. BUDÍNSKÁ, H.: Základy práce s loutkou v dětském kolektivu. /Rudiments of work with puppets in a children's collective./

Československý loutkář, 34, 1983, No. 1, p. 18.

This is the introductory article in the cycle called Rudiments of work with puppets in a children's collective. The cycle will appear in volume 34 of the periodical Československý loutkář /Czechoslovak puppeteer/. The whole cycle is divided into two spheres of work with the puppet: the mastering of the basic animation of the puppet - the leading technique and more creative tasks in the creating of the dramatic hero and his actions. The author presents rich experience with many "generations" of children that have gone through the puppeteer section of the Julius Fučík Central House of Pioneers and Youth. Examples and suggestions are designed for work with children of younger and older school age.

child, pupetry; 148175

725. ČESAL, M.: Macešská Mateřinka. /The stepmotherly Mateřinka show./

Československý loutkář, 34, 1983, No. 9, p. 194.
2 photographs.

This critically oriented article contains an evaluation of the 10th "Mateřinka" show of puppet plays for preschool children performed by Czech professional puppet theatres. The show was the main action of professional puppeteers in the Year of the Czech Theatre. Its extraordinary character was stressed also by the fact that over fifty foreign guests from three continents were present. It is a pity that most of the performances did not reach the expected ideological and artistic level.

early childhood, puppet theatre, Czechoslovakia, 1983; 148175

726. DVOŘÁK, J. V.: 32. Loutkářská Chrudim. Jaká byla ? /The 32nd Puppeteer Show in Chrudim. What was it like?/

Československý loutkář, 34, 1983, No. 9, pp. 201-205.
8 photographs.

This is a review of competing plays performed by amateur puppet theatres within the framework of the 32nd Puppeteer Show in Chrudim.

puppet theatre, competition, Czechoslovakia, 1983; 148175

727. Ein Versuch Clown zu werden. /An attempt to become a clown./

Der Schweizerische Kindergarten, 73, 1983, No. 4, pp. 11-14.
11 photographs.

A number of photographs shows the training of nursery school trainee teachers in make-up, mimic and locomotive expression.

teacher training school, dramatization; 142303

728. HANŽLÍKOVÁ, E.: *Už jenom recenze.* /Only reviews./
Československý loutkář, 34, 1983, No. 9, pp. 195-200.
6 photographs.

These are reviews of competing performances for pre-school children staged by professional puppet theatres at the "Mateřinka 1983" show.

early childhood, puppet theatre, competition, Czechoslovakia, 1983; 142981

729. *Mateřinka 1983.* /The Mateřinka 1983 Show./
Československý loutkář, 34, 1983, No. 11, pp. 242-247.
6 photographs.

The column called Topical problems of present-day creation presents, in an abridged form, the views of four members of the subcommission on theory and criticism of puppet theatre of the Union of Czech Dramatic Artists on the Mateřinka 1983 Show. They evaluate the performances from the viewpoint of their being addressed to a specific age group, the dominating means of expression, professional outfit, richness of ideas, artistic value, puppeteers' work and the developmental trends of puppet theatre.

puppet theatre, Czechoslovakia, 1983; 148175

730. O výchově k divadlu. /Education for theatre./
Československý loutkář, 34, 1983, No. 1, p. 1.

This is a short contemplation of the education of the future theatre recipient. Children's perception in details, which is characteristic for this age, should be overcome. However, the practice often differs - the whole and also the topic are disintegrated into details. The education for theatre is often substituted by the development of variety show perception and dispassionate consumption of entertainment.

child, aesthetic education, theatre; 142981

731. RICHTER, L.: Umíme si hrát ? /Can we play ?/
Československý loutkář, 34, 1983, No. 1, p. 6.

The article outlines the present-day conception of dramatic education, play and theatre staging. Dramatic education is defined as a system of actions, excercises and plays that develops and enriches the personality of the participant and provokes his creativity geared usually to the staging. The basic method of dramatic education is play as the most natural, archetypal human activity containing the basic patterns and pictures of human relations.

dramatic education, play; 148169

732. VAJDOVÁ, M.: *Bábka vo výchovnej činnosti.* /Puppets in education./

Predškolská výchova, 37, 1982/1983, No. 6, pp. 27-29.
1 photograph.

The author describes the experience of a nursery school where three teachers have formed a puppet-player group. They play for all nursery school children. There are flat and rod puppets in all classrooms. The teachers use them with nursery rhymes or songs and this stimulates the children to play. They can use improvised stages and puppets. The oldest children perform plays with puppets by themselves, under the guidance of their teacher. The method used for the preparation is the same as for dramatization. The theatre atmosphere is enhanced by an aesthetic environment. When the performance is over, the children evaluate the puppet-players, they draw scenes from the play.

nursery school, puppetry, dramatization; 142981

733. VIKTOROV, V.: *Gosudarstvennyi detskiy muzykalnyi.* /The Children's State Music Theatre./

Doshkolnoye vospitaniye, 1983, No. 8, pp. 80-83.
1 photograph.

This is information about the children's state music theatre directed by Natallya Ilyinichna Sats. This children's theatre was set up in the year 1918. In 1965 it got a new building with two big halls. Music has always occupied the primary position in this theatre. S. S. Prokofyev wrote a symphonic fairytale "Pete and the Wolf" for this theatre. The organizers see to it that the performances are seen only by children of the age group for which they are designed. Operas "The Wolf and the seven Kids", "Red Riding Hood", "Red Riding Hood's School", "Magical Music" are suitable for preschool children. The repertory includes also several ballet performances for preschool children, such as "The Little Negro and the Monkey", "A Toy Box", "Dough-nut", "The Midge and the Samovar".

early childhood, music, theatre; 142981

11.7 Film, radio and television for children

734. ALTER, U.: *Wie Vorschulkinder mit dem Fernsehen umgehen.* /Preschoolers and television./

Der Schweizerische Kindergarten, 73, 1983, No. 11, pp. 10-12.

The author does not condemn television but, in his opinion, any other activity is more suitable for preschool children than the watching of television. Sitting and watching TV is sometimes caused by small flats where children do not have enough space for playing, by lack of playgrounds and the like. Early childhood is a period of illustrative thinking, visual information is suitable. The child concentrates on details but most films do not respect this. Film speech is not suitable for a preschool child: the time is shortened, spaces and dimensions change quickly, preventing the child from grasping fully what is going on. It is not correct to maintain that TV cannot harm the child if he does not understand the story. The child gets used to superficial watching. Well-chosen programmes can be used suitably in the education of children. This requires from the parents to watch TV together with their children, to talk with the children about what they have seen. Children should have an opportunity of expressing their experiences from TV in drawing or in play. They should be taught to choose programmes independently and purposefully.

child, television + programme; 142525

735. BILLETER-GUGGENBÜHL, V.: *Das Kindergartenkind am/im Radio.* /Nursery school children listening to and participating in radio broadcasts./

Der Schweizerische Kindergarten, 73, 1983, No. 11, pp. 9-10.

Listening to broadcasts on the wireless is of importance for children when they are able to listen to a voice without seeing the narrator, if they feel addressed by him. The child should be taught to listen attentively and to form his own ideas on the basis of what he has heard. This is especially important at the present time when children often watch TV programmes superficially and passively. Only few children have the possibility to participate in the broadcasts. A peaceful, gay atmosphere can be created with children for children.

child, nursery school, mass media of communication; 142900

736. HONIG, A. S.: *Television and young children.*
Young Children, 38, 1983, No. 4, pp. 63-76.
46 refs.

This is a survey of research studies that have been conducted within roughly the last twenty years and dealt with children and television. Most of them dealt with the relation between active and passive learning, violence and aggressiveness that is transferred from unsuitable programmes into the child's behaviour, the problem of sex education and the use of television for the child's education /prosocial learning, imitation, didactic programmes, such as Sesame Street/. All these studies bring many significant findings that confirm that television watched indiscriminately does not contribute to the development of learning, that aggressiveness evoked by television survives for ten years or more and that the picture of sex roles induced by the television creates incorrect ideas as it ascribes mechanically certain qualities to both sexes /men are represented as aggressive beings, most of the negative roles are played by men and only a negligible percentage of them are female, women are shown in subordinate roles and they are more often punished for behaviour that does not correspond to the idea of feminine behaviour/. In conclusion, the author outlines conditions in which parents and teachers can prevent the negative effect of television and change it into an aid in their educational efforts. She reminds of long years of good experience with the international series of children's programmes called Sesame Street, with even its own news bulletins published for parents and containing instructiones on how to develop further the topics that are brought in the programme and what methods and conditions to use so as to prepare the children for watching the programmes and experiencing them fully.

child, television, educational effect; 142525

737. HÜSLER-VOGT, S. - GEIGER-SCHENKER, E.: Ein Beispiel einer Fernsehsendung für Vorschulalter und wie sie im Kindergarten eingebaut werden könnte. /An example of a television programme for preschool children and of its use in the nursery school./

Der Schweizerische Kindergarten, 73, 1983, No. 11, pp. 12-15.

2 figs.

This is a description of a TV series for children of preschool age aimed at making the children acquainted with the people and products of the countries where most foreign workers in the country come from, i.e. Spain, Italy, Yugoslavia, Greece and Turkey. Santa Claus visited gradually all these countries and bought southern fruits for the Christmas table. This made it possible to turn directly to the children of foreign workers, who felt proud of their native countries. Swiss children, in turn, got to know where their friends came from. This helped to develop their interest in people of other nationalities and their tolerance towards them.

nursery school, television + programme; 142525

738. ŠAPAŘÍKOVÁ, D.: *Dobrou noc, děti.* /Good night, children./

Zlatý máj, 27, 1983, No. 9, pp. 551-556.
1 photograph, 2 figs.

The author evaluates a wireless programme of bedtime stories and fairytales for children /"Hajaja"/. This programme has been broadcast every day since the year 1961 and it has become one of the most listened-to programmes at all. It is designed primarily for preschool children although only a quarter of the texts corresponds to this age group. A half of the texts is designed for younger school age and a quarter should be for children over 11.

children's literature, wireless + broadcast; 148163

739. VARGHA, B.: Role sdělovacích prostředků. /The role of communication media./
Zlatý máj, 27, 1983, No. 4, pp. 208-211.

Television occupies the first place in people´s leisure in all countries that have reached a certain technological and industrial level. The author contemplates possibilities of an active use of leisure in the future. He presents concrete suggestions of how television could develop people´s various hobbies. In his opinion, more activating children´s books should be published. These books should inspire the authors of TV programmes with the aim of stimulating children /or even schools/ to imitation and creative activity.

child, activity, literature, television; 142525

11.8 Children´s festivals

740. ČERMÁKOVÁ, J.: Herci pro pět prstů. /Actors for five fingers./
Prague, Albatros 1982. 85 pp.
Reviewed by: Dvořáková, L.
Zlatý máj, 27, 1983, No. 2, p. 125.

The author makes the children acquainted with puppet theatre. She teaches them not only to play theatre but also to play with traditional as well as unconventional puppets for themselves and for their surrounding.

child, puppet theatre; 148175

741. Prazdniki i razvlecheniya v detskom sadu. /Celebrations and entertainment in the nursery school./
Edited by E. V. Soboleva.

Moscow, Prosveshcheniye 1982.
Reviewed by: Shalanina, Z. - Natashova, Z. - Zubova, T.
Doshkolnoye vospitaniye, 1983, No. 12,
p. 28.

The volume brings material for the preparation of celebrations and parties on various occasions, such as May 1st, November 7th, the International Women's Day and others. It is classified for the individual age groups of children. It contains texts and music notations, sketches of decorating the rooms, shadow theatre and the respective methodological instructions.

nursery school, celebrations; 142957

12 EDUCATION OF CHILDREN REQUIRING SPECIAL CARE

12.1 Prematurely born children

742. BARROS, S.: Accepting the challenge: Integrating young handicapped children into regular preschool programs.

Early Childhood Education, 16,1983, No. 2, pp.21-24. 8 refs.

The author informs about the results of a research study conducted with the aim of integrating handicapped children into groups of healthy children and their participation in regular preschool programmes. The results obtained are interesting but a definite answer cannot be given. The main reason for integrating is usually the assumption that handicapped children will imitate healthy children and learn from them. However, this assumption has not been confirmed. The results were positive in many other aspects. The problem will probably require further detailed study.

nursery school, special education; 144351

12.2 Behaviour disorders

743. CZAPÓW, C. - JEDLEWSKI, S.: Resocializační pedagogika. /Resocialization education./

Prague, SPN 1981. 409 pp.
Reviewed by: Moucha
Otázky defektologie, 25, 1982/1983,
No. 9, pp. 367-368.

The publication is a textbook for students of special education at colleges of education. It is a successful comprehensive publication that brings a detailed survey of knowledge in the sphere of ethopaedia, long awaited by the professional public. The whole book contains six central topics /sections that are dealt with in the individual chapters/. Each of these topics is significant and they all give a comprehensive view of the Polish resocialisation education. The Czech translation done by a team of translators led by Professor Kábele is assessed very positively by the reviewer.

special education, textbook; 144369

744. POWELL, T. H. - LINDEMAN, D. P.: Developing a social-interaction teaching program for young handicapped children.

Exceptional Children, 50, 1983/1984, No. 1, pp.72-75.
1 table, 17 refs.

The importance of a handicapped child's social interaction is enhanced by the fact that the child must be in contact with persons that take care of him and instruct him specifically in connection with his handicap. This is why attempts are made to set up a special programme that could be used for developing the child's social interaction in keeping with his special needs. The programme includes primarily play stimulated by suitable toys and didactic materials that promote mutual cooperation and concrete physical help to one another and help to develop the speech. Programmes with this orientation that have been applied systematically have brought a substantial improvement of the social interaction and social behaviour habits of handicapped children.

child, physical handicap, socialisation; 144300

745. **SATKOVÁ, V.:** K otázce syndromu dětských poruch chování a alkoholismu rodičů. /On the syndrome of children's behaviour disorders and parental alcoholism./

Československá psychiatrie, 79, 1983, No. 4, pp. 251-254.
12 refs.

The author evaluates antisocial behaviour in children that has called for educational and psychological intervention. She has processed 212 case histories of children hospitalised in the children's ward of the psychiatric sanatorium in Opava in the years 1969 - 1971. When assessing the influences leading to the development of anti-social behaviour in children, she notes the age at which this behaviour occurs, the family background, especially parental alcoholism, and the intellectual level and sex. The acquired results are confronted with data published in literature. The paper points out that there is a considerable number of children that show signs of social maladjustment in early childhood and at younger school age. Out of the sample group studied, 88 children - i.e. 41.5 p.c. - had adjustment difficulties since nursery school /unrest, lack of discipline, wandering, flights from the nursery school, aggressiveness, destructiveness/.

special education, parents, alcoholism, research;
144369

746. VODRÁŽKA, V.: O neposlušnosti. /On disobedience./
Rodina a škola, 30, 1983, No. 1, p. 5.

This is advice to parents on how to cope with children's disobedience in their educational efforts. The period of the so called first defiance that appears at about the age of three is considered to be a completely normal manifestation of children's disobedience. Cases of children's disobedience appearing later are considered to be behaviour disorders of the child due to incorrect educational efforts of the parents. The most frequent causes of children's disobedience include lack of understanding for the child's wishes and demands, excessive demands made on the child, frequent use of orders and prohibitions that are sometimes not quite clear for the child.

child, behaviour + defect, family, education;
142713

747. ZAHÁLKOVÁ - PAVLOVÁ, A.: Komunistická výchova - prevence dětských poruch chování. /Communist education - prevention of children's behaviour disorders./
Rodina a škola, 10, 1983, No. 12, p. 4.
1 photograph.

This is the author's contribution to the discussion at a seminar on some problems of communist education in the family organized by the editors of the periodical Rodina a škola /Family and School/. The author describes various kinds of children's behaviour disorders and analyzes their causes. Dispositions leading to behaviour disorders include unsuitable education, overall physical weakness and exhaustion after chronic infections and intoxications, light brain dysfunctions, bad hygienic conditions of life /lack of sleep, waking up early in the morning/, chronic overburdening with subject matter and hobby groups, long hours of watching TV, incorrect nutrition, insufficient physical education and lack of stay in the open air and the like and, finally, more general dispositions, e.g. too long dependence on the parents when the children lack independence and are not hardened mentally, which leads to partial mental infantilism and to a conspicuous oversensitivity. Such children are easily vulnerable, soft, they lack promptness and are socially maladjustable. Correct education is important for the prevention of children's behaviour disorders.

child, behaviour + disorder, family, communist education; 144369

748. ZENTALL, S.S. - GOHS, D. E. - CULATTA, B.: Language and activity of hyperactive and comparison children during listening tasks.

Exceptional Children, 50, 1983/1984, No. 3, pp. 255-267.
2 charts, 3 tables, 18 refs.

This is information about the study of a group of thirteen hyperactive preschool boys compared with boys of the same age without this syndrome.
A actometer was used to measure the motor activity and the speech was recorded. Significant differences were found between the two groups in behaviour, not in speech. Hyperactive children were more active in every index followed and were able to combine motor activity and speech whereas the comparison group showed a greater ability to concentrate on the preferred activity. Simultaneously, it turned out that hyperactive children behaved in the course of

the experiment in the same way as they did in the classroom, they were not able to suppress their activity in the same way as the comparison children did. This fact must obviously be taken into account in the work with children in nursery school and primary school conditions and teaching methods should be adjusted accordingly.

child, hyperactivity, research; 144300

12.3 Speech defects

749. Aktualnyie problemy logopedii. /Topical problems of speech therapy. / Edited by V. I. Selivestnov and S. N. Shakhovskaya.

Moscow, MGPI 1980. 141 p.
Reviewed by: Vaňhara, L.
Predškolská výchova, 37, 1982/1983,
No. 7, pp. 30-31.

The volume contains 16 papers by Soviet specialists dealing with significant speech and voice disorders in children, motor dysfunctions, psychomotor retardation, spastic dysphonia and possibilities of their remedy. Speech problems of preschool children are discussed in papers entitled Nursery schools for children with speech defects, Methods of speech therapy for stuttering preschool children, Some mental problems of stuttering nursery school children.

early childhood, speech therapy; 144371

750. ANTUŠEKOVÁ, A.: Preventívna logopedická starostlivosť. /Preventive speech therapy./

Predškolská výchova, 37, 1982/1983, No. 12, pp. 19-21.
8 refs.

This is information about an experiment aimed at verifying possibilities of diagnosing speech development of nursery school children and preventive speech therapy. The experimental group comprised 58 three- to four-year-olds from three nursery schools. Teachers that had been given training in speech therapy applied new methods of preventive speech therapy in their work with the children for a period of two years. The phonetic and grammatical aspects of speech development and the vocabulary were followed. The results obtained were compared with a control group that worked with teachers without any training in speech therapy. Children of the experimental group reached a significantly higher level in the articulation, in the auditory differentiation of sounds and in the grammatical correctness. No differences were found in the passive vocabulary. Good-quality diagnosing reflected itself in the laying down of concrete educational goals and in the choice of methods used. The knowledge gained in the course of the experiment led to the outlining of basic principles of preventive speech therapy as a component part of the educational work in nursery schools. The starting point for influencing positively the speech development is its diagnosing including the registration of the results. Preventive speech therapy necessitates better training of nursery school teachers in speech therapy and the preparation of the methodological conception in keeping with the latest trends of speech therapy and preschool education.

nursery school, speech therapy, Czechoslovakia;
144371

751. BLACHNIO, CH.: Conception de la logothérapie préscolaire à la base des études théoretiques et empiriques. /Conception of speech therapy for preschool children on the basis of theoretical and empirical studies./

International Journal of Early Childhood, 15, 1983, No. 2, pp. 42-45.
3 photographs, 7 refs.

Methods of speech therapy used with preschool children in Poland are described. This therapeutic care is the result of team cooperation of physicians, linguists, psychologists and educationalists. It is based on a close cooperation between the speech therapist and the child that has a speech defect.

Specially trained nursery school teachers can also work as speech therapists. Preventive group speech therapy is used for children that show no speech problems.

early childhood, speech therapy, Poland; 144371

752. CHIRKINA, G.: Preodoleniye nosovogo ottenka rechi u detey s rinolaliyey. /Eliminating the nasal twang in the speech of children suffering from rhinolalia./

Doshkolnoye vospitaniye, 1983, No. 3, pp. 53-57.

Basic information about the speech development in harelipped children is supplemented with a description of special remedial exercises that the parents can do with their child especially in the first months of the child's life, before surgical treatment is possible.

the first childhood, speech therapy, family; 144371

753. DEMELOWA, G.: Elementy logopedii. /Fundamentals of speech therapy./

Warsaw, Wydawnictwa Szkolne i Pedagogiczne 1982.
104 pp.
Reviewed by: Vaňhara, L.
Predškolská výchova, 37, 1982/1983, No. 12, p. 30.

In introduction, stress is laid on the significance of communication disorders and the relation of speech therapy to other branches of science is explained. The first chapter describes speech organs and presents the basic knowledge of phonetics and speech development in children. The second chapter presents a periodization of the individual developmental stages: the preparatory period, the periods of the word, of the sentence, of children's speech and of school readiness. The third chapter entitled Irregular speech development and speech defects gives a characterization of retarded speech development from the viewpoint of speech therapy and special education. The fourth chapter describes the fundamentals of examining the speech and keeping the respective records. The fifth chapter describes methods used in speech therapy. Speech therapy exercises are divided into articulatory, breathing, rhythmic and auditory ones. The last chapter discusses the organization of speech therapy in the nursery school.

speech therapy, textbook; 144371

754. GNEDAYA, N.: *Sovershenstvovaniye korrektsionno-vospitatelnoy raboty s detmi.* /Perfecting speech therapy in the educational work with children./ Doshkolnoye vospitaniye, 1983, No. 3, pp. 27-29.

The paper discusses the organization of work in a boarding-type nursery school for children with speech defects. There are six classes for 72 children. The teachers must respect the children's health state and the needs of speech therapy in their work with the children. Work plans of speech therapists and teachers must be harmonized. There are two organized activities in the mornings. The speech therapist works with small groups of children or with individual children during the children's outdoor stay. The individual children do exercises in keeping with the speech therapist's instructions in the afternoons. Physical education is of great importance for speech therapy. Exercises of a generally developing nature help to develop the breathing organs. Music education and especially rhythmic elements have a direct impact on speech development. At the beginning of the school year, parents are made familiar with the tasks that the nursery school plans to fulfil; their attention is drawn to difficulties in eliminating defects in the speech of their children and to the importance of fulfilling tasks set as homework, as well as to the importance of psychotherapeutic orientation of the work with children.

nursery school, speech therapy; 144371

755. MARHOUNOVÁ, J.: Péče o ohrožené děti. /Care for endangered children./

Děti a my, 13, 1983, No. 1, pp. 9-11.

Problems of educating children in the Children's Diagnostic Institute in Dobřichovice are discussed. In an interview, the director of this institute, Tomáš Petrák, describes special institutional education of endangered children. The institute accepts children from endangered families living in the Central Bohemian region on the basis of court decisions. There are diagnostic classes in the school /48 children of school age and a play-group for preschool children/. The institute has also an interception ward. The average length of stay is two months. Then the children are placed in children's homes on the basis of the results of educational and psychological observations and a psychological examination and stay there till they are nineteen. The children are divided into four educational groups in the institute. Newcomers belong to the second group. An evaluation of the inmates is made every day. The evaluation is public, all children are present. If the evaluation is successful, the child is transferred to the first group; if the opposite is the case, the child goes to the third or fourth group. The fourth group comprises children with serious behaviour disorders /flight/. Children belonging to the first group have some privileges /free walks, visits to the cinema, more pocket money, trips/. Cooperation with a psychiatrist is necessary in the fourth group. Out-of-school hobby activities are of considerable importance. Siblings are kept together, if this is possible. The institute also arranges places in children's homes for children that have suddenly lost both parents. Records are kept of free places in children's homes in the Central Bohemian region and suggestions made by the institute may lead to the setting-up of further specialized workplaces. The institute develops successfully cooperation with an institute for children with behaviour disorders and psychopathic symptoms operating in the Berlin region of the German Democratic Republic. Social welfare is on a very good level in the G.D.R. Trade union branches in factories and offices have commissions on the care for families and their members deal with cases of neglecting family education /they may also fine the parents/. On the basis of these measures, 70 p.c. of children can go back to their families.

diagnostic institute, Czechoslovakia; 142753

756. MIRONOVA, S.: Nekotoryie osobennosti korrektsii zaikaniya u detey s nedorazvitiyem rechi. /Some specific features of correcting the stuttering in language-delayed children./

Doshkolnoye vospitaniye, 1983, No. 6, pp. 23-26.

Work with stuttering children with not yet sufficiently developed speech concentrates primarily on the elimination of stuttering, on developing the correct speech culture, on activating the vocabulary and making it more precise, on the correct use of grammatical forms, on the development of fluent speech. These tasks are fulfilled in the course of organized activities as well as outside them.
The teacher works under the guidance of a speech therapist. They decide joihtly which topics to discuss with the children, both discussing a single topic

at a time, each of them in her own way. They coordinate questions that they ask the children as well as the expected answers. They find out jointly which child needs individual care.

nursery school, speech therapy; 144371

757. **MOREVA, N.:** Formirovaniye predposylok k proyavleniyu tvorcheskoy aktivnosti u detey s narusheniyem rechi. /Forming the prerequisites for manifestations of creative activity in children with speech defects./ Doshkolnoye vospitaniye, 1983, No. 8, pp. 19-21.

The author describes experience with the use of music in a group of older preschool children with speech defects. These children usually find it difficult to coordinate their movements with the text. This is why at first the children imitated the working process expressed in the nursery rhyme and tried to harmonize their movements with the text. Later they got acquainted with songs and music pieces that expressed certain actions, mostly from animals' life. They were to show the respective movements in the rhythm of the music. As an example, the author describes five activities in which the children got acquainted with a song called "Chickens" and then they acted it. Later the children listened to music pieces played for them. They made up a story in keeping with the nature of the music and showed it in movements. This helped to stimulate their activity as well as their overall development. Their muscle coordination improved, their posture was better, their attention increased, they started to use learned sounds automatically, their vocabulary was enriched.

early childhood, speech therapy, music education;
144371

758. MOTSCH, H. J.: Sprachbehinderte in der Schweiz.
/Children with speech defects in Switzerland./

Luzern, Verlag der Schweizerischen Zentralstelle
für Heilpädagogik 1981, 279 p.
Reviewed in: Der Schweizerische Kindergarten, 73,
1983, No. 1, pp. 24-25.

Approximately 25 - 30 p.c. of Switzerland's pre-school children and younger school children suffer from speech defects and need special therapy. The author studied the activities of speech therapists and found that there were considerable differences between the individual cantons. About 2,000 fully employed full-time speech therapists would be needed but there are only 800 of them at present. The present-day state of speech therapy is not satisfactory.

early childhood, speech therapy, Switzerland;
144371

759. SEIDLEROVÁ, M. - JIŘÍČEK, [illegible]: Preventivní logopedická péče. /Preventive speech therapy./

Předškolská výchova, 38, 1983/1984, No. 4, pp. 18-19.
6 photographs, 2 tables.

This is information about the activities of a speech therapy centre in Olomouc, which is a part of the district educational centre. In the course of three years, 11,394 children from transfer classes of nursery schools were examined to find the level of their speech development. The number of children with speech defects increased to 37.81 p.c. in the school year 1982/1983. This is why speech therapy shifts to nursery schools. The department of education of the district national committee in Olomouc prepared a basic speech therapy course for nursery school teachers. Besides trained nursery school teachers, there are 41 speech therapy centres in the district. As a result of this, the number of children with speech defects coming to grade one has dropped to 17.6 p.c.

early childhood, speech therapy, prevention, Czechoslovakia; 144371

12.4 Intellect defects

760. KLEINOVÁ, A.: Význam osobitných materských škol.
/The importance of special nursery schools./
Predškolská výchova, 38, 1983/1984, No. 4, pp. 12-13.

Special nursery schools accept children with more serious mental handicaps and give them special professional care. The earlier the child gets this professional care, the better are his prerequisites for his further development and education. It is usually difficult to determine at preschool age what the handicap is in the sphere of mental retardation. This is why special nursery schools play also the role of diagnostic facilities. Consistent educational and psychological observations and an all-round medical examination form the basis for deciding where to send the child once he reaches the age of six - whether to a special school or to a school for backward children for observation, or whether to exempt the child from school attendance and send him to an asylum.

nursery school, child, mental retardation; 144351

761. NOVOTNÝ, J.: *Postižení Downovým syndromem.* /Children afflicted by Down's syndrome./

Rodina a škola, 30, 1983, No. 11, p. 11.

Down's syndrome or mongolism is the name of a disease developing due to a chromosomal abnormalcy. The disease is always accompanied by feeblemindedness. The birth of a mongoloid child brings problems for the family. The author gives advice to parents on how to raise a Down's syndrome child.

child, Down's syndrome, family, education; 144361

12.5 Motor defects, laterality

762. DOSTALÍK, O.: *Význam sportu pro tělesně postižené děti.* /The importance of sports for physically handicapped children./

Děti a my, 13, 1983, No. 2, pp. 22-23.
5 photographs.

The author discusses the importance of movement for the healthy development of both normal and handicapped children. The sanatorium in Luž-Košumberk provides long-term comprehensive treatment of some chronic neurological and orthopaedic disorders of the motor organs /children aged three months to fifteen years are admitted to the sanatorium from the whole republic/. Fifteen years ago, some kinds of sports were introduced to complement the comprehensive treatment of children. Lack of movement decreases the physically handicapped children's self-control, it leads to feelings of distrust of their own strength /meticulous care and an overall physical feebleness/. These children sometimes show jealousy, envy, unhealthy ambition, unapproachability, love of solitude, painful passivity and indecision. These children are much more sensitive to a rebuke, disapproval or a warning - they occupy themselves more with their own persons. Sports help them to accept their handicap as natural. Movement eliminates the feelings of stress, unrest, sadness and helps to create mental balance in these children. Physical movement is used for the prevention and treatment of neurological and orthopaedic motor disorders. Every improvement in the motor development is reflected in the children's mental state, in their activity and willingness to cooperate. Sports games organized in Košumberk are of considerable importance as one of the complements of the comprehensive rehabilitation treatment. Every year, 250 physically handicapped children from the whole Czechoslovakia and from Poland participate in these sports games and competitions. The children compete in some ball game, in shooting from an air-gun, archery, a hurdle race, two athletic events, throwing at a target, walking on crutches and swimming. The sports competitions are accompanied by some cultural programmes and other events. These games help to improve the conditions for the adjustment of handicapped children to the sanatorium, they motivate them and supplement the comprehensive rehabilitation treatment. Considered from the psychological viewpoint, sports games and competitions contribute to the development of desirable volitive qualities and character traits, mental balance, contentment and to an overall increase of the self-confidence of handicapped children.

child, physical handicap, sport; 144367

763. DRNKOVÁ, Z. - SYLLABOVÁ, R.: Záhady leváctví a praváctví. /The mysteries of lefthandedness and righthandedness./

Prague, Avicenum 1983. 112 pp.
Reviewed in: Predškolská výchova, 38, 1983/1984,
No. 1, p. 31.

The authors present the latest knowledge concerning this problem. Defining laterality as a qualitative and quantitative feature, they give a formula for determining the extent of righthandedness. They confirm that it is correct not to retrain left-handed children. A chapter stimulative for nursery school practice states what the teacher should notice and how she should approach natural laterality. In conclusion, a survey of laterality tests is given, comprising orientation tests as well as standardized ones published by the national enterprise Psychodiagnostika.

child, laterality,; 144300

764. IMHOF, R.: Der König ohne Beine. /The king without legs./

Der Schweizerische Kindergarten, 73, 1983, No. 3, pp. 7-8.

The article describes the experience of a teacher that accepted to the nursery school a child that was physically handicapped and could move only in a special chair. The children accepted this handicapped child very well, took care of him and understood that the teacher had to take care of him only in some cases. The child gained a lot in the company of normal children, he felt happy and content. The presence of a handicapped child enriched the healthy children both socially and morally.

nursery school, special education; 144367

765. SOVÁK, M.: Co se u nás udělalo a dělá pro levoruké děti. /What has been and is done for lefthanded children in our country./

Děti a my, 13, 1983, No. 3, pp. 6-9.
2 photographs.

Having discussed laterality from the viewpoint of development and defined the scope of problems, the author presents a survey of research and study results, points out the need of overcoming prejudice and dated views, discusses the educational problems of laterality, lefthandedness and dyslexia. In the year 1950, the former Prague Speech Therapy Institute began to study causes of various speech defects and thus also the problem of lefthandedness, more precisely of laterality. This formed the basis for the study of lefthandedness. A preliminary study showed that any retraining of lefthanders had unfavourable consequences for the children. The results of studies conducted by the institute can be summed up in the following principal theses: 1/ Laterality /righthandedness or lefthandedness/ is a reflection of inborn dominance. 2/ Laterality is a matter of childhood - its development is connected with the development of speech and thus also with man's development. 3/ Laterality is equally valuable biologically - the children's population contains an approximately equal number of born righthanders and lefthanders. 4/ The inborn type of laterality yields to the influences of the righthanded environment; weaker types pass over to righthanders and there remain 15 p. c. of strong resistent lefthanders. 5/ The following rule should be applied when assessing the results of laterality tests: if the results show lefthandedness, it is an inborn lefthandedness whereas if they show righthandedness, then it is either inborn righthandedness or retrained lefthandedness. 6/ Lefthanded children are usually outside the average at school. /Unretrained lefthanders are above the class average, retrained ones are under it/. A characterization is given of the consequences of suppressed laterality /behaviour changes, disturbed emotional relations, aversion to school, bad achievement in writing and serious nervous disorders/. Verified scientific results mean also consequences for the educational practice.

With respect to these results, the Ministry of Education issued a methodological instruction concerning the education of lefthanded children /on February 10th, 1967/ that is binding for teachers. When educating lefthanders, the teachers should use the methodological handbook "Methodology of educating lefthanders" written by M. Sovák and published by the State Publishing House of Instructional Literature in the year 1965. Further, the educational problems of laterality are discussed in the article, with dominance as a problem of neurophysiology. The concept of dyslexia is defined. It is a developmental defect occuring in 20 p. c. of children, both lefthanders and righthanders. Lefthandedness is discussed in relation to reading and writing difficulties. The study of genotypes shows that approximately equal numbers of lefthanded and righthanded children are born. The aim is to secure their healthy development on the basis of the latest scientific knowledge.

child, lefthandedness, Czechoslovakia; 144300

766. ZUBERBÜHLER, P. - BURRI, V.: Problemkind ? /A problem child ?/

Der Schweizerische Kindergarten, 73, 1983, No. 3, pp. 6-7.

One of the problems often discussed is whether handicapped children can attend a normal nursery school or school. Two teachers and a nursery school teacher exchanged their positive experience at a meeting dealing with the problem of school attendance of children suffering from imperfect osteogenesis. As the nursery school teacher said, the nursery school accepted a four-year old boy suffering from this disease and developing quite normally from the intellectual viewpoint. The children accepted him quite well after the teacher´s explanation, they played with him, drove him, made friends with him. The boy participated in all activities in the nursery school adequately to his possibilities.

nursery school, special education; 144367

12.6 Diagnostics of development

767. GUTVIRTH, J.: O vývoji lehké mentální retardace. /The development of light mental retardation./

Otázky defektologie, 26, 1983/1984, No. 3, pp. 89-96.

1 chart, 9 refs.

Mental retardation is a complex medical, social, educational and economic problem. Boys are afflicted more often. Every child needs to have success in childhood for his favourable development. A mildly retarded child may achieve success in a special school, besides his own family. However, encouragement is quite important even at preschool age. The main causes of mental retardation of children attending special school can be divided into nine or ten groups. These children had, on average, a lower birth weight than the normal population. The mothers of these children took, on average, worse care of their pregnancies. This may be the reason why more of these children were born prematurely and why their birth weight was lower. Negative elements can be found in the families of children attending special schools more frequently than in others /incomplete families, alcoholism etc./. About 90 p.c. of Gipsy children have unfavourable conditions in their families for the development of knowledge and school adjustment. The paper discusses some circumstences of a differentiated diagnosing and I. Q. testing. The development of some individuals can be assessed in various ways in the individual periods of life. The best mental performance can be observed between the ages of 14 and 18.

child, mental retardation, development; 144361

768. KARNES, M. B. - SHWEDEL, A. M. - LEWIS, G. F.: *Short-term effects of early programming for the young gifted handicapped child.*

Exceptional Children, 50, 1983/1984, No. 2, pp. 103-109.
2 charts, 1 table, 11 refs.

This is information about the first results obtained from the application of a model programme denoted as Retrieval and Acceleration of Promising Young

Handicapped and Talented /RAPYHT/. This programme was prepared at the Illinois University in the year 1975 and it is designed for talented handicapped children aged 3 to 5. The authors used standardised methods to compare the experimental group of children with the control one with the aim of finding out whether there would be significant differences between children using the RAPYHT programme and others not using it and what was the effect of this programme on their education. The results confirmed the hypothesis that the programme would have significantly positive effects on children.Convincing results were observed especially in the sphere of motivation, creativity, self-confidence. Positive results could be seen also in the work of teachers using this programme as it enriched their activities from the methodological aspect and also their own approach to handicapped talented c hildren.

early childhood, physical handicap; 144300

769. KUKLÍK, M.: Genetické poradenství. /Genetic counselling./

Rodina a škola, 30, 1983, No. 5, p. 11.

The article brings information about the services offered by medical genetics. All those having serious doubts as to whether the children they want to have will be healthy can make use of these services without any fears. Czechoslovakia has an extensive network of genetic counselling centres and workplaces nowadays. Anyone coming from a family in which there is a hereditary disease or a congenital developmental defect can come either on his own or with a physician's recommendation. The aim of the genetic examination is to express the genetic risk, not only in mathematical terms. Genetic counselling should be impartial, the analysis of the situation should be comprehensive, taking into account the gravity of the disease and the occurrence of an accompanying mental handicap etc. All this, however, does not result in ordering the future parents what they should do - the respective couple gets as objective information as possible that can be used by them as the basis for making a responsible decision.

health care + care, prevention, genetics, Czechoslovakia; 140900

770. MASUR, R. - TIESLER, J. A. - SCHIEL, W.: Eingliederung behinderter Kinder in Pflegefamilien. /The integration of handicapped children into foster families./

München, Ernst Reinhardt Verlag 1982. 154 pp.
Reviewed in: Der Schweizerische Kindergarten, 73, 1983, No. 1, p. 25.

Three specialists - a social worker, a psychologist and a paediatrician - discuss the problem of integrating handicapped children into foster families. They inform about various aspects of handicaps and the connected diagnosing and therapy. Further, information is presented about the children's centre in

München that has worked out a "social, clinically psychological concept". It has been found that the number of people interested in foster care is higher than expected originally. The publication is designed for those wanting to get information about placing handicapped children in families and to cooperate with handicapped children or their foster parents.

child, physical handicap, foster care; 144367

771. **MATĚJČEK, Z.:** *O dětské agresivitě.* /On children's aggressiveness./

Děti a my, 13, 1983, No. 3, pp. 4-6.
1 photograph.

The article discusses the problems of children's aggressiveness and presents its analysis. The concept of aggressiveness is defined. Aggressiveness has a positive effect as a socialized, purposefully processed form that is a precondition for progress. Aggressiveness is discussed also in relation to sex /boys are more aggressive than girls, probably due to biological reasons/. When does aggressiveness turn into a problem in human behaviour ? This is so when it manifests itself as a bad intention to harm someone on purpose. The child's aggressiveness is surplus energy released in an unsocialized way for enforcing momentary personal goals. Children use aggressive behaviour because they lack opportunities to release their energy in a suitable way. Another source of children's aggressiveness is anxiety, strain, stress and uncertainty. Thus it is unsocialized defence against anxiety. Such individuals find it difficult to establish friendly relations and try to win the attention of others by violent deeds made for show, they force themselves on others, attack and fight others. Here it is necessary to turn to a psychological counselling centre for assessment. The third type of children's aggressiveness is the gravest one from the social viewpoint - it is aggressiveness evoked by the child's emotional discontent, his emotional deprivation that tends to lead to substitute satisfaction at a developmentally lower level /such children overeat, concentrate on themselves and their own experiences, cause pain to others, maltreat animals, harras children, sneak against others, are able to harm both with words and deeds/. These cases require professional help and an assessment by a specialist. How can all these manifestations of children's aggressiveness be prevented ? Children should be given more opportunities for releasing their energy in a natural and suitable way, they should not be exposed to long-term stress, tension and uncertainty and the adults should do everything they can to make the children feel that they belong to someone, that they are loved.

child, aggressiveness; 142713

772. TITZL, B.: Výchovné hodnocení tělesně postižených dětí v ústavní péči. /Educational assessment of institutionalised physically handicapped children./

Otázky defektologie, 26, 1983/1984, No. 1, pp. 25-35.
2 tables, 1 chart, 10 refs.

This study is divided into the following chapters: Introduction, The problem of educability, Educators' prerequisites, Educational criteria and education, Methodological notes, Developmental trends.
The study contains information about a new feature of developmental diagnostics. It is also a contribution towards the enforcement of principles of comprehensive rehabilitation in the assessments made within the framework of the whole facility.
The concept of educability is defined in terms of the above-mentioned educational assessment as the sum of levels of adjustment and interaction mechanisms and their developmental trends.

child, physical handicap; 144300

773. VENGER, L. - GOVOROVA, R.: Tri portreta. /Three portraits./

Semya i shkola, 1983, No. 12, pp. 18-21.

This is information about the counselling services provided by the Scientific Research Institute for Preschool Education, which is a part of the Academy of Educational Science of the U.S.S.R. Parents frequently come with their children and ask about the causes of their abnormal behaviour, or want to know whether the respective child's development is adequate to his age. The parents describe how the child behaves in contact with adults, how he plays, how he accepts advice and instructions. To assess the level of the intellectual development, the counsellor gives the child special tasks, asks the child to build a pyramid, to reassemble a jigsaw puzzle, to build something according to a model, to make geometric forms out of pieces, to group objects according to two or three features etc. To assess the child's relation to adults and peers, his position in the family, the counsellor asks the child questions about pictures showing scenes from the "family life" of animals, he asks the child to draw pictures of his family etc. The most difficult thing is to draw the correct conclusions from the ascertained facts. The parents get to know the conclusions made and, if necessary, they get instructions on what conditions to create for the child in the family, how to treat the child etc. The authors present three detailed descriptions of the examination of children.

counselling facility, the U.S.S.R.; 141147

12.7 Sensory defects

774. McCLELLAND, B.: The blind and the visually impaired preschool child.
Early Childhood Education, 16, 1983, No.2, pp.13-18.
1 ref.

The author stresses the importance of specialized education of visually impaired and blind children since early childhood. She characterizes the handicaps and the difficulties following from them as well as methods of their remedy and compensation. She holds the opinion that, given increased personalized care, visually impaired children can attend a preschool child care facility together with others and develop quite normally from the mental viewpoint.

nursery school, child, sight + defect; 144351

775. OLSON, M. R.: *A study of the exploratory behaviour of legally blind and sighted preschoolers.*

Exceptional Children, 50, 1983/1984, No. 2, pp. 130-138.
2 figs., 5 tables, 6 refs.

Using experiments with a toy, the author studied the exploratory behaviour of fifteen legally blind children and compared it with that of a group of sighted children of the same age. The behaviour of these preschool children aged 2 to 4 was video-recorded both at home and in the nursery school. The author studied their interest in the toy, way of handling, the use of senses, the child's verbal utterances, the need of help the child required, the form in which he demanded help. All these data were processed and interpreted. The results of the two groups were interesting. The way of handling the toy was conditioned not only by the degree of the child's handicap but also by the length of nursery school attendance. Substantial differences were also found in the way of handling used by boys and that used by girls. The final conclusion indicates that the longer the child /especially the blind child/ attends nursery school, the more interest he shows in the exploration of toys and the richer is the scale of his activities.

nursery school, play, toy, child, blindness;
144363

776. TAYLOR-HERSHEL, D. - WEBSTER, R.: Mainstreaming: A case in point.

Childhood Education, 60, 1983, No. 3, pp. 175-179. 15 refs.

This is the description of a case of integrating a three-year-old blind boy into a group of children in a Montessori-type nursery school. It was a long and demanding process that required patient cooperation of the teacher with the child, his parents and the group of children. The sensory training was facilitated by didactic aids that are currently used in these types of schools. It can be stated in keeping with all psychological assessments that the blind boy's two-year attendance together with other children influenced his social and emotional development in such a way that he shows completely no consequences of his handicap.

nursery school, child, blindness; 144351

13 ENVIRONMENT SURROUNDING THE CHILD; BUILDINGS, PLAYGROUNDS, EQUIPMENT AND FACILITIES

777. BINDHEIM, S.: *Wo liegt denn Wichtelhausen ?* /Where is that fairyland ?/

Spielen und lernen, 1983, No. 6, pp. 42-45.
5 photographs.

The author discusses some of 45 West German children's amusement parks. He states that twenty years ago when these parks started the prevailing fashion was to create them as "fairylands" and many of them were also called so /Wichtelhausen/. He points out that at first they were built rather as an idealized picture of children's world with an air of trashy sentiment. Now they are rather turning into places where families with children can spend their leisure in a useful and healthy way, i.e. they provide space for sports, activity and creativity, and they offer opportunities for the observation of nature and animals living in it.

child, environment, area, play, West Germany; 142501

778. *Dětský pokoj.* Historický vývoj dětského bytového prostředí. /Children's rooms. The historical development of children's interiors./

Domov, 23, 1983, No. 4, pp. 7-24. Cont.
6 figs.

Theoretical knowledge is confronted with practical possibilities of interior design for children in various types of flats and houses. Problems of interior design for various age groups are discussed and supplemented with examples and pictures. The article is a part of a cycle.

child, living, room; 142503

779. KRAUS, B.: Dítě a jeho prostředí. /The child and his environment./

Děti a my, 13, 1983, No. 4, pp. 10-13.

The author discusses the importance of the effect of environment on the child's optimum development, defining the concept of environment and the role it plays in the child's education. The effects of environment manifest themselves clearly in cases of criminality, suicides, drug addiction, various educational problems, bad school achievement and the like. Studies of neuroses confirm that 50 p.c. of people suffering from these disorders lived in an unsuitable social environment in the childhood or adolescence /the share of effects of a social nature represents 20 p.c./. A definition of the concept of family background is followed by a characterization of its features. The changed position of the family in the society is reflected in the child's education /dropping importance of relations to neighbours and relatives, democratization in the family/. The impact of these changes on the child's development is not always positive. The paper contains information about the results of a survey covering 700 families of pupils aged 11 to 15. The survey concentrated on the dependence of the pupils' school achievement and behaviour on a complex of family circumstances. The dependence on the parental level of education seems most significant statistically - negative behavioural manifestations grow less frequent with the increasing level of education, the adjustability to new situations increases. The child's behaviour, school achievement and mental development are influenced also by the cultural level of the family, the furnishing and outfit of the household. The development of the child's personality is also influenced by the parents' workload, demographic factors and family size. The local environment /the environment outside the family and the school, urban and rural environment/ is also of importance. However, the parents must interfere as the children's behaviour changes with the changing environment. The family atmosphere filled with confidence, tact, mutual understanding of all family members will shape well the child's personality both for life and for his own future family.

child, personality, social environment; 142700

780. Malá škola bydlení. /A small school of living./
Domov, 23, 1983, No. 1, p. 11.
6 photographs.

This introductory article presents a characterization of the cycle intended to make the reader acquainted with various possibilities of interior design /including children's rooms/ in various situations and for various family sizes.

child, living; 142503

781. MANIKOVÁ, J.: Pohled do dětského pokoje. /A look into the children's romm./

Děti a my, 13, 1983, No. 4, pp. 21-23.
3 photographs, 1 table.

The article contains instructions and advice on how to furnish a children's room. The function of the children's room is discussed. The furnishing of the children's room should correspond to the age group of children. From this viewpoint, children can be divided into three age groups, namely: 1. children below the age of three /sleep, feeding, play/; 2. children aged 3 to 6 /sleep, play, eating, drawing, modelling, play with building sets, examining picture books/; 3. children aged 6 to 14 /sleep, meals, constructive play, various hobbies, homework, preparation for school/. Whereas younger children need more space for movement and play, mostly on the floor, adolescents need space for their hobbies. All these factors should be taken into account in the respective interior design. The furnishing of the children's room has a psychological impact on its young users, especially the colours. The individual colours are characterized divided into popular and unpopular ones with respect to the children's age. Proceeding from a survey of the popularity of colours according to age in the individual age groups, the authors recommend the use of red in rooms for preschool children. As for the colour scheme used, too sharp colours and their rich scale irritate, they fatigue the child's sight and mind, repelling partially. This is why reasonable colour schemes should be chosen, with the possibility of their easy changing at any time.

child, living, room; 142503

782. NEILL, S. R. S. J. - DENHAM, F. J. M.: The effects of preschool building design.

Educational Research, 24, 1982, No. 2, pp. 107-111. 28 refs.

Compared with school children, the outside environment is much more important for preschoolers. Studies described in the paper show how various forms of building design influence various aspects of the process of education in crèches and nursery schools, e. g. children's behaviour, the quality of the educators' work etc. The "openness" of classrooms /stimuli for children's activities/ and noise level limitation are considered to be the basic elements of every design.

child, school environment; 142501

783. PANTELEYEV, G.: Oformleniye doshkolnykh uchrezhdeniy. /Furnishing the preschool facilities./

Doshkolnoye vospitaniye, 1983, No. 2, pp. 25-31.

The central and largest room of every preschool facility is the hall where festive assemblies and parties as well as meetings with the parents take place; children use it for their physical education and music education activities. There is a musical instrument and the necessary equipment for music reproduction in one part of the hall. Auxiliary rooms adjoining the hall are used for storing props, costumes, instruments and apparatus for music education and for physical education. The interior design of the headmistress' room may be more personalised than other rooms. The methodological centre contains suitably stored didactic materials and aids. At the same time, it is a room where the staff members can rest, sit in an armchair, read professional literature, prepare for the activities. The colour scheme used in the room for medical checks should be gay, with all hygienic requirements adhered to. The waiting room welcomes the children with gay toys, there is a table, some armchairs and a wall-mount for adults. Corridors and staircases must meet the requirements of safety and fire protection. The author gives a detailed description of the colour schemes used in the individual kinds of rooms and the respective decoration.

nursery school, architecture + school; 142500

784. PANTELEYEV, G.: Oformleniye pomeshcheniy doshkolnykh uchreshdeniy. /Furnishing the rooms of preschool facilities./

Moscow, Prosveshcheniye 1982.
Reviewed by: Saulina, T.
Doshkolnoye vospitaniye, 1983, No. 6, p. 72.

Using practical examples, the author shows various possibilities of furnishing rooms in the nursery school. He explains the special nature of artistic design, specifies the importance of architecture, visual arts and applied arts for interior design, describes corners for children's various activities in keeping with the requirements laid down in the curricula of educational work. The publication is supplemented with photographs and sketches.

nursery school, architecture + school, room;
142503

785. RAKSHIN, V.: Novyi etap v proyektirovanii zdaniy doshkolnykh uchrezhdeniy./A new stage in preschool building design./

Doshkolnoye vospitaniye, 1983, No. 4, pp. 27-29.
3 tables.

According to standards in force since January 1st, 1982, every group of children has its own bedroom and dayroom. Further, the building contains a hall used for physical education as well as for music education, the physician's consulting room and an isolation room, a methodological prep room and the servicing section. Tables state dimensions of these rooms for various group sizes. Facilities of the crèche-cum-kindergarten type can be designed and built for 25 to 340 children. The number of children in a group is fifteen in the age group below one year of age, twenty in the age group 1 - 3 and twenty-five in the transfer classes. The garden has a large sports-field and each group has its own playground surrounded by greenery. Preschool facilities may be designed with indoor swimming pools. There are automatic fire detectors in all rooms.

nursery school, architecture + school; 142500

786. Tipovyie perechni mebeli dlye detskikh doshkolnykh uchrezhdeniy. /Type lists of furniture for preschool facilities./

Doshkolnoye vospitaniye, 1983, No. 12, pp. 84-90.
8 tables.

A conference of scientists and practicians held in July 1983 dealt with problems of increasing the production volume of furniture for preschool child care facilities and improving its quality. It was organised by the Ministry of forestry, paper and wood-processing industry of the U.S.S.R. The participants discussed the state of furniture production for preschool facilities, especially its quality and assortment. They approved a "Type list of furniture for preschool facilities" and a methodological recommendation on the use of furniture in preschool facilities. The attached tables state types of facilities, numbers of children and their groups and furniture recommended for the individual kinds of rooms .

nursery school, architecture + school, furniture; 142503

see also annotations No. 625, 626

PRESCHOOL EDUCATION OF 1983
Selective Bibliography

Published by: Central Library – Information and
Reference Centre Pedagogical Faculty
of the Charles University
Edited by: Dr Eva Opravilová, CSc.
Chief Editor: Dr Pavla Lipertová
Printed in: Tiskařské závody, n. p., provoz 70, Čelákovice
Number of pages: 669
Number of copies: 100
ÚVTEI 760 47
RUK 60–200